Site Visit Protocol

September 2024

The Annual Report Toolkit is a product of CA 2.0—Advancing Equity and Access through Quality Authorizing, an initiative led by the California Charter Authorizing Professionals (CCAP). WestEd's support in the initial development of the 2021 Toolkit is appreciated.

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SITE VISIT PROTOCOL

Introduction

Education Code §47604.32(a)(2) states that each chartering authority, in addition to any other duties imposed by this part, shall . . . visit “each charter school at least annually.” Annual site visits are a regular, systematic examination of a charter school’s program in action and its performance relative to its obligations under law and commitments in its charter.[[1]](#footnote-1) In addition to compliance with the law, the purpose of the site visit is to monitor each school’s progress in achieving the academic, fiscal, operational, governance, and public policy expectations outlined in the law (i.e., Criterion 2: Sound Educational Program and Capacity) and operationalized in the performance frameworks. In this way, the site visit is an extension of the authorizer’s oversight and is used to gather evidence of compliance and performance to inform the annual report and the school’s trajectory toward renewal.

The site visit offers a unique opportunity for the authorizer to appreciate the nuance of the school’s operation and education program by seeing it in action. Authorizers often look to formal documents (e.g., school accountability designations, financial audits, enrollment reports) to provide evidence of compliance or performance. However, the site visit allows the authorizer to observe and discuss the school’s challenges and response to corrective action plans with the school leadership team. The documentation from the site visit addresses not only nominal answers to questions posed in the frameworks but also contextual information to provide a more fulsome view of charter school performance and creates a strong feedback loop between the authorizer and the school.

For this *Toolkit*, the site visit protocol is purposefully structured to be a foundation that can be modified to meet the needs of an authorizer.[[2]](#footnote-2) For example, one authorizer may adapt this site visit protocol for use before a school’s opening (e.g., to assess readiness to open), while another may adapt this protocol to execute its differentiated approach to site visits based on a school’s track record of performance. The following is a protocol rather than a framework to accommodate the required site visit and variable use by authorizers. The protocol provides the necessary ingredients for a successful site visit rather than being a deployable framework that presumes many aspects of how the site visit fits within an authorizer’s ongoing oversight responsibilities. Authorizers may use this protocol to reflect on their existing visit procedures and to develop new aspects of their site visit protocol.

Templates

Ready-to-use templates are available in the *Grab and Go Tools* section of this *Toolkit*.

Authorizer Considerations

Types of Site Visits

Since site visits are annually required, many authorizers establish a predictable pattern and purpose for their site visits, depending on the year of the charter school’s operation.

**Example**

|  |  |  |
| --- | --- | --- |
| Type of Visit | Occurrence | Purpose of Visit |
| Pre-Opening | Summer before opening | Determine the school’s readiness to open and serve the community |
| Year 1: Initial | Fall or early winter of the school’s first year in operation | Ensure successful opening; identify challenges |
| Years 2–3: Operations & Performance | Fall | Perform ongoing oversight, document measures by the school, and communicate concerning renewal standards |
| Year 4: Renewal Prep | Fall or spring | Prepare for renewal application, identify eligible performance tier, conduct ongoing monitoring |
| Year 5: Renewal & Transition | Fall/Winter | If renewed, address matters related to transitioning to a new charter term. |

Differentiated Site Visits

Site visits are required at a minimum annually; many authorizers conduct more frequent visits and differentiate their visits depending on the charter school's performance. For example, if a material weakness or concern is found during the annual cycle of oversight, the authorizer may use the site visit to assess progress made to address a deficiency. Authorizers using a differentiated approach for their site visits are encouraged to articulate the rationale and possible results of such an approach.

Scope of Site Visit

Each school’s performance profile will dictate specific focus areas for the site visit. The Charter Authorizers Regional Support Network (CARSNet) identified five areas that an authorizer may use as a foundation for its site visits each year:

* Education Program: Overview of the education program, English learner and special education services, curricular materials, professional development, teacher credentials and staffing, and assessment and use of data.
* Facilities: Condition/appearances, adequacy, and compliance with standards.
* Fiscal: Systems associated with attendance, record-keeping, inventory, budget, and accounting.
* School Operations include training, handbooks, admissions, discipline, health and safety, parent notifications, and policies.
* Governance: Board management, meetings, policy development, and stakeholder involvement.

Activities

Authorizers should consider the activities they will use to engage the school during the site visit. The activities should align with the scope of the site visit. Determining the activities is as much of a logistical concern as it is a way to ensure that the qualitative method or activity will yield the information sought by the authorizer. There are three general activities that authorizers typically engage in during a site visit:

1. Interview/Discussion: The authorizer may interview the leadership team, school staff, the board, parents, students, or other key educational partners.
2. Observation: The authorizer may observe classroom instruction, staff meetings, board meetings, or meetings with parents.
3. Document Review: The authorizer may review documents such as Individualized Education Program (IEP) records, teacher credential documents, and school safety plans.

Bright Lines

Authorizers are encouraged to consider clear standards, or “bright lines,” for what they will not include or evaluate during their site visit. Such clarity avoids any confusion by the school and staff when the authorizer conducts the site visit. An example of a bright line for many authorizers is in the area of teacher/classroom observation: many authorizers include explicit language that such an observation is intended to be a general assessment of the learning environment rather than an evaluation of the teacher.

Protocol: Preparing for the Visit

A formal site visit should not be a surprise. Authorizers should provide the school with the scope of the process, activities, and schedule at least two months before the visit. Authorizers are encouraged to consider the following topics as they structure and prepare for the site visit:

* **Scheduling Visit Dates:** The site visit dates should be scheduled within the period described in any general oversight calendar published by the authorizer and during the school year when relevant materials are available (see the previous “Types of Site Visits” section). Schedule well in advance to ensure school availability.
* **Point of Contact:** The authorizer and the school should have a single contact to communicate information clearly and directly.
* **Team Composition:** The authorizer should ensure that the visitation team's composition includes the necessary expertise to address the school’s unique program and performance profile.
* **Visit Schedule:** Publicizing the site visit schedule and activities is critical to an effective, professional site visit. Many examples of visit schedules exist. One is provided in the *Appendix* and another in *Additional Resources.*
* **Submitting Pre-Visit Documents:** Before the visit, authorizers may use pre-visit documentation to gain familiarity with the organizational structure and programs of the school. Authorizers should only request documents they do not already have and not request documents they could easily retrieve (e.g., board minutes available on the school’s website). Examples of pre-visit documents may include:
  + Teacher schedules;
  + Local metric data
  + Reflection on specific practices (e.g., assessment participation, data analysis, serving students with IEPs, etc.)
  + Supporting evidence showing adherence to essential terms of the education program;
  + Calendar of professional development activities for the year.
* **Logistics:** Authorizers should communicate their needs to the school long before the visit. Such considerations include a designated meeting space and parking. Schools should not be expected to provide lunch, but they may choose to do so. Consider this simple rule: Stay as long as you must, but no longer than necessary.
* **Visitation Team Preparation:** Before the visit, the visiting team should review relevant documents that include, but are not limited to, the following:
  + A pre-visit report completed by school leadership
  + Select elements of the charter
  + WASC and Local Control and Accountability (LCAP) Plans;
  + Up-to-date financials;
  + Active corrective action plan(s), if any; and
  + Background on any recent complaints or concerns regarding the school.

Protocol: During the Visit

The day's flow will center around the specific activities outlined by the authorizer, which will include interviews/discussions, observations, and document review. Each interaction within the day should be purposeful and relate to the authorizer's areas of concern or interest.

The visiting team should provide a verbal report to the school leadership at the end of the site visit—this report should be a scheduled part of the visit. According to CARSNet, it should be noted in speaking with the principal that any analysis presented during the initial report-out is preliminary. The visiting team does not suggest improvement or direct the school to change operations or programs. If there are issues that will require further discussion or documentation, they should be noted at this time.

Protocol: After the Visit

Following the site visit, the authorizer should prepare a written communication that includes the visiting team’s findings and references to supporting evidence. Document findings in the performance frameworks (e.g., Operations and Governance Framework) and note them within the annual report. It is also possible that the site visit results in a finding that either must receive immediate attention (e.g., a health and safety issue) or falls outside the framework. Authorizers should rely upon their corrective action procedures to ensure that the finding is addressed.

The authorizer now decides whether to share a draft of the annual report language. Otherwise, the written communication should include language indicating this information will be added to the annual report.

Secure any documents with personally identifiable or emergency response information.

Onsite Document Review

Background

Authorizers should provide ongoing monitoring and oversight of the charter school following E.C. §47604.32 using checklists and the CA Department of Education Student Record Review Form as guides.

On-Site Document Review

Authorizers should not request the electronic submission of personally identifiable information (PII) records or plans containing emergency response information. Any document containing PII or emergency response (e.g., active shooter) information should remain secure and on-site.

Time on Campus

Contact the school leader early in the year to establish a fall/spring date for an on-site document review of records containing personally identifiable and emergency response information. When reviewer availability is limited, the visit may be combined with the on-site education program visit. Visits may conclude in a shorter period or be extended based on the number of findings and additional documentation requested for review.

Record Sharing

All records containing personally identifiable information should be shared via one of two secure methods:

1. Provide temporary electronic access to files stored in a secure platform (e.g., SEIS). Permissions must be removed after the site visit.
2. Provide in hard copy format once the reviewers are on site.

The laws regarding data privacy are extensive. Do not share records containing personally identifiable information via unsecured electronic means (e.g., Google Drive, email, etc.).

Staff Availability

Request that any charter school staff responsible for maintaining records be available for questions and access to additional records throughout this visit. Site administration should be on site and available throughout the scheduled time for questions and a short debrief.

Frequency

An on-site document review is scheduled annually. However, the authorizer may find a school’s records exceptionally compliant and either conduct an abbreviated visit or decide to postpone a visit for one year. Any changes in frequency will be determined by the authorizing agency and communicated in writing to the school administrator.

Special Education Records

The special education record review will include, but not be limited to

* A random selection of approximately 10 IEPs using CDE’s *Student Record Review Form*
* Random selection will occur 24-28 hours prior to the scheduled visit.
* Record storage procedures discussion and inspection
* Additional requests may be necessary

Personnel Records

The personnel record review will include, but not be limited to

* A random selection of 10-15 employee files using the Personnel Documents Checklist (attached)
* Random selection will occur 24-28 hours prior to the scheduled visit.
* Record completion (e.g., training sign-in sheets/certifications, etc.).
  + Records are cross-referenced to check alignment with the Employee Screening and Training submission completion dates.
* Instructional assistant qualifications
  + Records are evaluated for alignment with the Staff Credentials and Authorizations submission made through Epicenter
* Staff on Local Assignment Option (LAO) are reviewed for Board appointment/agreement, as applicable
* Employment contracts are reviewed for completion, including an employee's signature
* Inspection of the Department of Fair Employment and Housing (DFEH) poster

Safety Plans

The review of safety plans has been added to the site visit document review to minimize the distribution of documents containing the school’s response to active shooters, intruders, etc. Please conduct a brief review of the following two items. If the school is non-compliant, please report immediately to the individual conducting Safety/Facilities oversight. Safety Plan non-compliance is reported to the authorizer and/or CDE.

Inspect the most current Safety Plan for key components required by Ed Code 32282(a)(2)(A)-(L):

1. child abuse reporting procedures
2. disaster procedures
3. serious acts leading to suspension/expulsion
4. notifying teachers of dangerous pupils
5. discrimination/harassment
6. inclusion of any schoolwide dress code that prohibits pupils from wearing 'gang-related apparel"
7. safe entry into and exit from the school (pupils, parents, and staff)
8. a safe and orderly environment conducive to learning at the school.
9. rules and procedures on school discipline
10. tactical responses to criminal incidents procedures, including individuals with guns on school campuses and at school-related functions
11. dangerous, violent, or unlawful activity response procedures
12. opioid overdose procedures

OSHA is responsible for actively monitoring the Workplace Violence Plan and the required staff development, first implemented by July 1, 2024. However, in conjunction with the School Safety Plan review, this is a good time to ask to see the plan and ensure it has a current date.

Appendix Documents

Previsit Sample Agenda

**[School]**

**Visit Date: [Date]-Onsite**

**Visit Time: 9 a.m.- 2:00 p.m. or 4 p.m. with Document Review**

# Part I: Charter School Site Visit

## Legal Requirement

E.C. §47604.32 requires a school site visit each year of the charter term. More frequent visits are often necessary to determine the successful implementation of a school program and to ensure the safety of school facilities for students.

## Scope of the Visit

The authorizer uses data collected from various state and local sources to appropriately focus the scope of the visit. Authorizing staff works closely with charter school administrators to create a visit schedule that considers the school’s unique organization and daily schedule.

## Visiting Team Guiding Questions

There are four main questions reviewers seek to answer when evaluating a school’s performance:

* Is the charter school’s education program successful?
* Is the charter school financially viable?
* Is the charter school operating and governed effectively?
* Is the charter school advancing equity and access by serving public policy purposes?

# Part II: School Site Visit Agenda

## To Be Completed Collaboratively

**Visiting Team Data-Driven Focus**

* [INSERT]
* [INSERT]
* [INSERT]
* [INSERT]

|  |  |
| --- | --- |
| **Time** | **Schedule** |
| **8:45-9:00** | * Visiting team check-in and prep * Internet Access * Network ID: * Password: |
| **9:00-9:40** | * Meet with the school leadership team (determined locally)   + Introductions, review agenda, and answer any questions (5 min)   + Interview & leadership response (25 min) * As applicable, the visiting team will request special education/operational documents for onsite review. Ensure appropriate staff is onsite for these requests. |
| **9:45-10:30** | * Parent/Guardian and Student Focus Group * Parent Names/ Group Represented * Student Names/ Group Represented |
| **10:45-10:55** | Visiting Team Break |
| **11:00-11:45** | Classroom/IS Meeting Observations   * Teacher/ Room # * Teacher/ Room # * Teacher/ Room # |
| **11:45-12:30** | Teacher Focus Group   * name/grade/subject * name/grade/subject * name/grade/subject * name/grade/subject |
| **12:30-1:30** | Visiting Team working lunch- Debrief site visit and prep for a debrief meeting with site leader |
| **1:30-2:30** | Debrief the visit with the school site leader unless there is a scheduled document review. |
| **1:30-3:00** | As applicable, file-compliance review   * Topic * Topic |
| **3:00-4:00** | Debrief visit with school site leader, only as applicable. |

Part III: Sample Questions for In-Person Discussions

|  |
| --- |
| **Reference Document Only** |

**Governance**

1. How does the governing board support and evaluate the school leader?
2. How do you know governance is effective in your organization?
3. What is the short-term/long-term financial outlook of the school?
4. How does the governing board monitor the implementation and effectiveness of site plans?

**Leadership**

1. Follow-up questions to the information provided above.
2. Questions regarding rigor and high expectations for all students.

**Staff**

1. Discuss instructional approaches to improve academic achievement. How do these approaches align with site strategic plans (LCAP, WASC, etc.)?
2. Discuss using data for instructional planning, effectiveness, remediation, and acceleration.
3. How do you provide integrated and designated English Language Development in this instructional setting?
4. How do you leverage relationships and time with students to support work completion and reduce chronic absenteeism?
5. As applicable, what supports/re-engagement efforts are in place to support students enrolled in independent study when working at home?
6. What are you most proud of about the school? What are its strong assets and/or best practices?

**Parents/Guardians & Students**

1. How are parents involved in this school?
2. How does the school support you with achieving your goals for your child(ren)?
3. What could the school do to facilitate your active involvement in the school community and your child's education?
4. When you have a concern or question about your/ your child’s education, who is your primary contact? How does the school support open communication between school, student, and home?
5. How do you know this school has high standards/expectations for student achievement?
6. What is needed to better support you/the student with work completion at home?

Previsit Charter School Report

|  |
| --- |
| **[YEAR] CHARTER SCHOOL LOCAL DATA AND NARRATIVE UPDATES** |

| **General Information**  Directions: Please complete all fields in the first year. In subsequent years, enter the school’s name and only complete fields that need to be updated from the previous year. If there are changes to a field from the previous year, it must be updated completely. It will be copied/pasted into the board report as provided. | |
| --- | --- |
| **School Name** |  |
| **Grades Served** |  |
| **Average Enrollment** |  |
| **School Website** |  |
| **Leadership Team and Positions** | |
|  | |
| **Administrative Office Address and Phone** | |
|  | |
| **Additional Site Addresses and Phone Numbers, As Applicable** | |
|  | |
| **Board Members, Offices, and Terms** | |
|  | |
| **School Mission** | |
|  | |
| **Brief School Description (Max: 300 words)** | |
|  | |

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| **Charter School Narratives on Serving Public Policy Purposes**  Description: This section allows the school to reflect on its purpose within the community as articulated in the approved petition and aligned with the legislative intent of the *CA Charter School Act*. The school is asked to provide written reflections, including evidence to support any claims. |
| **Evidence-Based School Reflections** |
| How did the school remain faithful to the educational needs of the charter school’s community?   * Improve pupil learning * Increasing learning opportunities, especially expanded learning experiences for students identified as academically low-achieving * Remaining accountable for meeting measurable pupil outcomes |
|  |
| How did the school’s presence in the community serve the community's and the public school system’s interests?   * Use of innovative teaching practices * Providing parents with expanded choices for public school opportunities * Providing vigorous competition within the public school system to stimulate continual improvement in all public schools * Relevant professional learning for teachers and ownership of their educational program |
|  |
| **Describe the school's aspirations and plans where there is room for improvement in serving public policy purposes.** |
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| **Local Assessments**  Description: EC §47607.2(b)(3)(A) defines measurable increases in student achievement as at least one year’s progress for each year in school. While the law does not specify the types of assessments that are required to be used for this measure of growth or what constitutes one year of progress, authorizers must ensure that the assessments used to measure academic growth meet the state-verified data standard (EC §47607.2[c]). |

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT NAME** | **[INSERT NAME]** | **[INSERT NAME]** |
| **Administration Dates** |  |  |
| **Reading Participation % Overall** |  |  |
| **Reading Participation % Student Groups >10** |  |  |
| **Math Participation % Overall** |  |  |
| **Math Participation % Student Groups >10** |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Increases in Student Achievement** | | | |
| **Charter School Directions:**  Description: Refer to (web search) the May 2023 State Board of Education Agenda for publisher guidance and data reporting requirements.   1. Refer to school growth reports in the assessment platform. This is not a record of students on, near, or below standards. This is a record of the average growth students at your school made during the previous school year. Add rows as needed to account **for all reportable groups of 11 or more students.** 2. Submit the publisher’s Excel or PDF growth reports following the publisher's guidance. | | | |
| **OVERALL AND GROUPS** | **[1ST ASSESSMENT NAME]** | **[ADD’L ASSESSMENT]** |
| **All Students - Overall Reading** | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Low Income | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Homeless | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| English Learner | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Disabilities | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| American Indian/Alaska Native | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Asian | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Black or African American | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Filipino | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Hispanic or Latino | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Middle Eastern | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Native Hawaiian/Pacific Islander | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| White | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
|  |  |  |
| **All Students - Overall Math** | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Low Income | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Homeless | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| English Learner | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Disabilities | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| American Indian/Alaska Native | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Asian | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Black or African American | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Filipino | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Hispanic or Latino | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Middle Eastern | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| Native Hawaiian/Pacific Is | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |
| White | [ENTER SCHOOL AVG] | [ENTER SCHOOL AVG] |

1. Please succinctly describe how the school ensures a high participation rate (benchmark 95%) on local assessments.
2. Please succinctly describe protocols to ensure the assessments are administered with fidelity to the publisher’s standardized assessment process. If the assessments were not administered with fidelity, please share relevant facts and specify how the issues will be addressed.
3. Overall, did the charter school achieve measurable increases in academic achievement, defined by at least one year’s progress for each year in school both schoolwide **and** by disaggregated student groups of 11 or more students:
   1. Succinctly describe how the data submitted shows academic growth. To what does the school attribute that growth?
   2. For data that did/does not demonstrate academic growth, please describe the school’s root cause analysis and improvement plan.
4. If verifiable data is not submitted (see directions above) for ELA and/or math, please explain why.

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| **Local Indicators** | | |
| Provide an update on progress toward meeting any local goal (e.g., Charter, WASC) not already addressed in the data. Add additional rows as needed. | | |
| **Goal/Action** | **Data Source** | **Annual Outcome** |
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| **DASS Alternate Metrics** | | | |
| **Alternate Metric** | **Data Source** | **Annual Outcome** | **Expected Outcome** |
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| **Post Secondary Outcomes**  Description: EC §47607.2(b)(3)(B) defines strong postsecondary success as college enrollment, persistence, and completion rates equal to those of similar peers. Data Source: Provided by the school; verified and reported by the authorizer. [Reference](https://www.cde.ca.gov/sp/ch/documents/verifdatawebinar.pdf#:~:text=Section%2047607.2%20%28b%29%283%29%20states%3A%20In%20addition%20to%20the,and%20convincing%20evidence%20showing%20either%20of%20the%20following%3A) the May 2023 State Board Agenda for details. |
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|  |  |  |  |
| --- | --- | --- | --- |
| **Post-Secondary Measures** | **[Insert Most Recent Year]** | **Overall Data** | **Student Group Data** |
| [**DataQuest College-Going Rate**](https://dq.cde.ca.gov/dataquest) |  |  |  |
| [**Cal-PASS Plus HS-Community College Transition**](https://www.calpassplus.org/Home) |  |  |  |
| [**UC Admissions by School Source**](https://www.universityofcalifornia.edu/infocenter/admissions-source-school) |  |  |  |
| [**UC Graduation Rates**](https://www.calpassplus.org/Home) |  |  |  |
| [**National Student Clearinghouse StudentTracker**](https://www.studentclearinghouse.org/high-schools/studenttracker/) |  |  |  |
| **Charter Data Summary** | | | |
|  | | | |

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| **Equity, Access, and Student Protections** |

1. Describe the school's use of fair and equitable enrollment practices this year.
2. How did the school maintain equity and fairness for students through compliance with laws protecting students' rights, including the lack of adverse findings on disproportionality of discipline and identification for special education this year?
3. Describe the special education professional development and training provided to school staff this year to ensure that students with disabilities are educated per their IEPs.
4. Describe the systems and processes the charter school uses to monitor each student group's needs and progress this year, how systems and processes changed/improved since last year’s oversight visit, and any next steps.
5. How have these systems and processes changed or improved since last year’s oversight visit?
6. Describe how this year's professional development and training needs were determined and how implementation and effectiveness are monitored to ensure student groups receive equal access to education.
7. Describe the school’s efforts to be inclusive of student group parents/guardians as active decision-makers in the learning community this year.

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| **Leadership** |

1. Locate last year’sreport to the authorizing board. Please list last year’s annual required actions and succinctly summarize the progress made on each item in the current year.
2. Discuss systems designed to support and implement continuous improvement cycles as connected to LCAP, WASC, Charter renewal, etc.
3. What are you most proud of about the school this year?

During the Visit, Sample Questions

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| --- |
| **Sample Questions for In-Person Discussion (Reference Document Only)** |

**Governance**

1. How does the governing board support and evaluate the school leader?
2. How do you know governance is effective in your organization?
3. What is the short-term/long-term financial outlook of the school?
4. How does the governing board monitor the implementation and effectiveness of site plans?

**Leadership**

1. Follow-up questions to the information provided above.
2. Questions regarding rigor and high expectations for all students.

**Staff**

1. Discuss instructional approaches to improve academic achievement. How do these approaches align with site strategic plans (LCAP, WASC, etc.)?
2. Discuss using data for instructional planning, effectiveness, remediation, and acceleration.
3. How do you provide integrated and designated English Language Development in this instructional setting?
4. How do you leverage relationships and time with students to support work completion and reduce chronic absenteeism?
5. As applicable, what supports/re-engagement efforts are in place to support students enrolled in independent study when working at home?
6. What are you most proud of about the school? What are its strong assets and/or best practices?

**Parents/Guardians & Students**

1. How are parents involved in this school?
2. How does the school support you with achieving your goals for your child(ren)?
3. What could the school do to facilitate your active involvement in the school community and your child's education?
4. When you have a concern or question about your/ your child’s education, who is your primary contact? How does the school support open communication between school, student, and home?
5. How do you know this school has high standards/expectations for student achievement?
6. What is needed to better support you/the student with work completion at home?

**Safety Checklist**

|  |  |  |
| --- | --- | --- |
| **Verified** | **Description** | **Reviewer Notes** |
|  | *School Safety Plan* contains required elements and is current |  |
|  | The *Workplace Violence Plan* is current. |  |

Personnel Records Checklist

|  |  |  |
| --- | --- | --- |
| **Verified** | **Description** | **Reviewer Notes** |
|  | Three Sample Employment Contracts |  |
|  | Documentation of Tuberculosis Test Results |  |
|  | Certificates of AB 1432 Training |  |
|  | Certificates of Anti-Harassment Training (As Applicable) |  |
|  | Certificates of Training for Serving Youth Experiencing Homelessness (As Applicable) |  |
|  | Three Sample Teacher Evaluations |  |
|  | Documentation of Qualifications Held by Classified Aides |  |
|  | Certificates of Training for School Security Officers or Guards |  |
|  | Verification of appropriate assignment comparing the teacher’s schedule to their credentials |  |

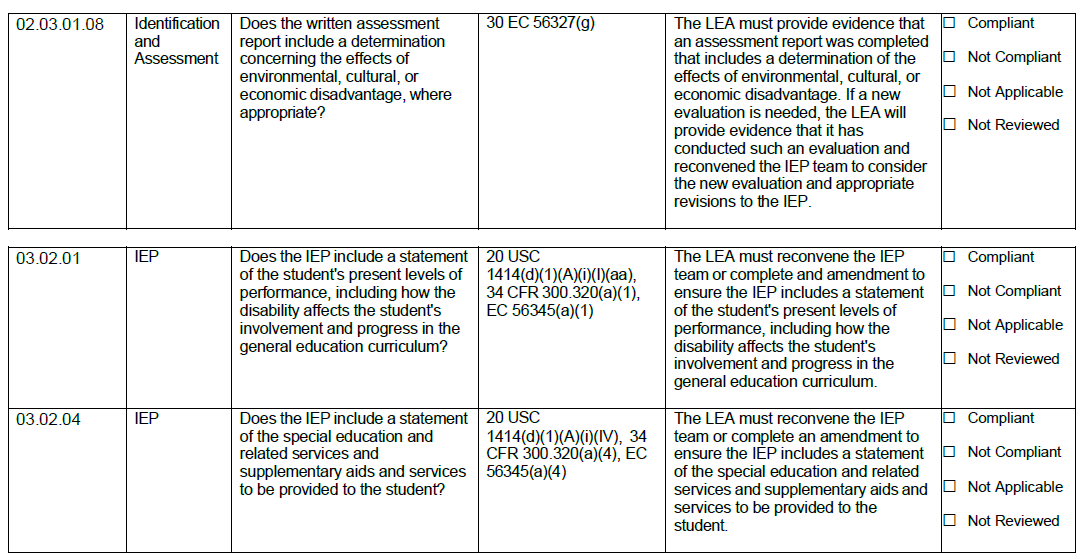
Special Education Student Records Checklist

Option 1

The tables that follow are images and are not editable.

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Option 2

**Credit:** CA Special Education Technical Assistance Network

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Policy, Procedure, and Practices Review Protocols** | | |  | |  |
| **Item**  **Number** | **Compliance Test** | Compliant | Non-Compliant | Not Applicable | Not Relevant |
| **Indicator 9, Indicator 10, Placement & Discipline (Disproportionality)** | | |  | |  |
| 2-2-2.6  Ind 9, Ind 10,  Placement and  Discipline | Is there evidence that the current assessment is comprehensive and that assessments were administered in all areas related to the suspected disability by trained and knowledgeable personnel using sound instruments? |  |  |  |  |
| 2-3-1.6  Ind 9, Ind 10,  Placement and  Discipline | Does the written Assessment Report include relevant behavior noted during observation of the student in the appropriate setting? |  |  |  |  |
| 2-3-1.8  Ind 9, Ind 10,  Placement and  Discipline | Does the written Assessment Report include determining the effects of environmental, cultural, or economic disadvantage, where appropriate? |  |  |  |  |
| 2-4-1  Ind 9, Ind 10,  Placement and  Discipline | Does a reevaluation occur unless the parent and the LEA agree that a reevaluation is unnecessary: a) not more frequently than once a year; b) at least every three years; c) when the LEA determines that the educational or related service needs (including improved academic achievement and functional performance) warrant an evaluation; or d) at the student's parents or teacher request? |  |  |  |  |
| 3-3-6.1  Ind 9, Ind 10,  Placement and  Discipline | Does the IEP team periodically review but, not less frequently than annually, the student’s IEP, including progress toward annual goals and progress in the general curriculum when developing new goals? |  |  |  |  |
| 3-3-10.2  Ind 9, Ind 10,  Placement and  Discipline | Does the IEP team consider parent concerns for enhancing the student's education? |  |  |  |  |
| 3-4-2.1  Ind 9, Ind 10,  Placement and  Discipline | Did the IEP team use various sources of information, such as tests, teacher recommendations, and parent input, to determine eligibility? |  |  |  |  |
| 3-5-7  Ind 9, Ind 10,  Placement and  Discipline | Does the IEP team consider providing positive behavior interventions, strategies, and/or supports to address a student's or others' learning impediment? |  |  |  |  |
| 5-1-5  Ind 9, Ind 10,  Placement and  Discipline | Are all placement decisions made by a team including the parents and not less than one general education teacher, one special educator, and an LEA representative? |  |  |  |  |
| 2-3-1.2  Ind 9, Ind 10,  Placement and  Discipline | Does the written Assessment Report include the results of tests administered in the student's primary language by qualified personnel? |  |  |  |  |
| 3-5-8  Ind 9, Ind 10,  Placement and  Discipline | Does the IEP team consider the language needs of students with limited English proficiency (English language learners), as such needs relate to the student’s IEP, and does the IEP include linguistically appropriate goals, programs, and services? |  |  |  |  |
| **Indicator 9 (Disproportionality)** | | |  | |  |
| 2-2-2.5  Indicator 9 | Are testing and assessment materials and procedures selected and administered so as not to be racially or culturally discriminatory? |  |  |  |  |
| **Indicator 10 (Disproportionality)** | | |  | |  |
| 10-2-4  Indicator 10 | Does the IEP of students identified as English learners include determining whether the ELPAC will be administered with or without modifications or accommodations or whether English proficiency will be measured using an alternate assessment? |  |  |  |  |
| **Discipline (Disproportionality)** | | |  | |  |
| 4-3-1  Discipline | When a student with a disability is removed from his or her current placement for ten (10) school days in the same school year, did the public agency provide services during any subsequent days of removal? |  |  |  |  |
| 4-3-3  Discipline | Did the IEP team consider all required elements in making the manifestation determination? |  |  |  |  |

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| **Item**  **Number** | **Compliance Test** | Compliant | Non-Compliant | Not Applicable | Not Relevant |
| **Placement (Disproportionality)** | | | | |  |
| 3-2-1  Placement | Does the current IEP include a statement of the student's present performance levels, including how the disability affects the student's involvement and progress in the general curriculum? |  |  |  |  |
| 3-2-6  Placement | Does the IEP include an explanation of the extent, if any, to which the student will not participate with general education students in the general education classroom and extracurricular and nonacademic activities? |  |  |  |  |
| 5-1-5.1  Placement | Are all placements determined annually, made as close as possible to the student's home, and in the school the student would attend if nondisabled unless the IEP team determines otherwise? |  |  |  |  |
| 5-1-5.2 Placement | In selecting the LRE, is consideration given to any potential harmful effect of the placement on the child or the quality of services that he or she needs? |  |  |  |  |
| **SPPI- T (Targeted)** | | | | |  |
| 3-2-3  SPPI-T (all) | Does the IEP include a direct relationship between the present performance levels, goals, and the specific educational services to be provided? |  |  |  |  |
| **Grad Rate (Targeted)** | | | | |  |
| 3-6-1  Grad Rate | Does the IEP to be in effect when the student turns sixteen or younger if determined appropriate by the IEP team, and updated annually thereafter, include courses of study that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school? |  |  |  |  |
| 3-6-2.1  Grad rate | Does the IEP to be in effect when the student turns sixteen or younger, if determined appropriate by the IEP team, and updated annually thereafter, include appropriate measurable postsecondary goals based upon age-appropriate transition assessments? |  |  |  |  |
| **Indicator 2 (Targeted)** | | | | |  |
| 3-6-2.1.2  Grad rate | Does the IEP that addresses transition when the student turns sixteen years old or younger, if appropriate, and each IEP thereafter, contain measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills? |  |  |  |  |
| **ELA and Math Academic Performance (Targeted)** | | | | |  |
| 3-2-8.1  ELA and Math  Academic  Performance | Does the IEP include a statement of any appropriate accommodations necessary to measure the student's academic achievement and functional performance on LEA and statewide assessments? |  |  |  |  |
| 3-2-8.2  ELA and Math  Academic  Performance | Does the IEP include a statement regarding participation in LEA or statewide achievement tests and explain why it is not appropriate for the student to participate in general education LEA or statewide achievement tests, if the IEP team makes that decision? |  |  |  |  |
| **Suspension (Targeted)** | | | | |  |
| 3-4-1.2.1.1  Suspension | Does the general education teacher, to the extent appropriate as a member of the student’s IEP team, participate in the determination of a) appropriate positive behavioral interventions and supports and other strategies for the student, b) supplementary aids and services, c) program modifications; and d) supports for school personnel? |  |  |  |  |
| **Indicator 5 (Targeted)** | | | | |  |
| 5-1-3.3  Indicator 5 | Does the IEP team consider the general education classroom with designated instruction and services or related services as part of the continuum of services and placements? |  |  |  |  |
| **Indicator 6 (Targeted)** | | | | |  |
| 3-4-1.5  Indicator 6 | Does the IEP team include an individual who can interpret the instructional implications of the assessment results? |  |  |  |  |
| 7-4-2.1  Indicator 6 | Does the IEP for the preschool student include a statement of the student’s present levels of academic achievement and functional performance, including how the disability affects the student’s participation in appropriate activities? |  |  |  |  |
| 7-4-2.5  Indicator 6 | Does the IEP for the preschool student include an explanation of the extent, if any, to which the student will not participate in the general education preschool class and extracurricular and non-academic activities? |  |  |  |  |
| 7-4-3  Indicator 6 | If the student participates in or may participate in a general education environment, does the IEP team include at least one general education teacher? |  |  |  |  |

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| **Item**  **Number** | **Compliance Test** | Compliant | Non-Compliant | Not Applicable | Not Relevant |
| **Indicator 8 (Targeted)** | | | | | |
| 2-1-1.8  Indicator 8 | As part of an initial evaluation (if appropriate) and any reevaluation, do the IEP team and other qualified professionals, as appropriate, review existing evaluation data on the child, including information provided by the child's parent(s)? |  |  |  |  |
| **Indicator 14 (Targeted)** | | | | | |
| 3-6-2.5  Indicator 14 | Does the first IEP to be in effect when the student turns sixteen or younger if determined appropriate by the IEP team, and each IEP thereafter include the needed transition services (i.e., a coordinated set of activities) that includes (a) instruction; (b) related services; (c) community experiences; (d) the development of employment and other post-school objectives; and (e) when appropriate, acquisition of daily living skills and provision of a functional vocational evaluation? |  |  |  |  |
| 3-6-5  Indicator 14 | Does the LEA provide the student whose eligibility was terminated due to graduation from secondary school with a regular diploma or due to exceeding the age of eligibility for FAPE with a summary of the student’s academic achievement and functional performance that includes recommendations on how to assist the student in meeting the student’s postsecondary goals? |  |  |  |  |
| **SPPI -I (Intensive)** | | | | | |
| 2-1-1.8  SPPI-I | As part of an initial evaluation (if appropriate) and any reevaluation, do the IEP team and other qualified professionals, as appropriate, review existing evaluation data on the child, including information provided by the child's parent(s)? |  |  |  |  |
| 2-2-2.2  SPPI-I | Are there evidence materials and procedures used to assess a student who is an English learner selected and administered to ensure that they measure the extent to which the student has a disability and needs special education rather than measuring the student's English proficiency? |  |  |  |  |
| 3-2-4  SPPI-I | Does the IEP include a statement of the special education and related services and supplementary aids and services to be provided to the student? |  |  |  |  |
| 3-4-1.5  SPPI-I | Does the IEP team include an individual who can interpret the instructional implications of the assessment results? |  |  |  |  |
| 3-6-1  SPPI-I | Does the IEP to be in effect when the student turns sixteen or younger if determined appropriate by the IEP team, and updated annually thereafter, include courses of study that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school? |  |  |  |  |
| 3-6-2.1.2  SPPI-I | Does the IEP that addresses transition when the student turns sixteen years old or younger, if appropriate, and each IEP thereafter, contain measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills? |  |  |  |  |
| 4-3-2.2  SPPI-I | Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of the code of student conduct, did the LEA, the parent, and relevant members of the student's IEP team (as determined by the parent and LEA) meet to review all relevant information in the student's file, including the student's IEP placement and services, any teacher observations, and any relevant information provided by the parents to determine if the behavior was a manifestation of the student's disability? |  |  |  |  |
| 2-3-1.8 SPPI-I | Does the written assessment report include a determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate? |  |  |  |  |
| 3-3-10.2  SPPI-I | Does the IEP team consider parent concerns for enhancing the student's education? |  |  |  |  |
| 3-5-7  SPPI-I | For a student whose behavior impedes the student's learning or that of others, does the IEP team consider the provision of positive behavior interventions and strategies and/or supports to address the behavior? |  |  |  |  |
| 5-1-5  SPPI-I | Are all placement decisions made by a team that includes the parent(s) (holder of educational rights) and not less than one general education teacher if the pupil is or may be participating in the general education environment, not less than one special education teacher, and an LEA representative? |  |  |  |  |
| 3-5-8  SPPI-I | For a student who is an English learner, does the IEP team consider the student's language needs, as such needs relate to the student’s IEP, and does the IEP include linguistically appropriate goals, programs, and services? |  |  |  |  |
| 10-2-4  SPPI-I | Does the IEP of students identified as English learners include determining whether the ELPAC will be administered with or without modifications or accommodations or whether English proficiency will be measured using an alternate assessment? |  |  |  |  |

Additional Tools and Resources

[NACSA Quality Authorizing](https://www.qualitycharters.org/authorise/)

[Washington State Charter School Commission](https://charterschool.wa.gov/documents/WSCSC-Site-Visit-Guide.2019-1.pdf)

1. http://carsnet.org/wp-content/files/Published%20NorCal%20COE%20Authorizer%20Procedure%20Manual.v.5.14.2020.pdf [↑](#footnote-ref-1)
2. This Toolkit is intended as a resource for authorizers. Authorizers should consult legal counsel before finalizing their templates and guidance. [↑](#footnote-ref-2)