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| **[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. |
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| **School Name** |  |
| **Grades Served** |  |
| **Average Enrollment** |  |
| **School Website** |  |
| **Leadership Team and Positions** |
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| **Administrative Office Address and Phone**  |
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| **Additional Site Addresses and Phone Numbers, As Applicable** |
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| **Board Members, Offices, and Terms** |
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| **School Mission**  |
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| **Brief School Description (Max: 300 words)** |
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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]). |

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

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| **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] |
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| **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. If verifiable data is not submitted (see directions above) for ELA and/or math, please explain why.

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| **Measurable Pupil Outcomes Identified for Use by the Charter School** |
| **EC 47605(c)(5)(A)-(B):** The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals… Include the measurable pupil outcomes identified for use by the charter school. **Instructions:** Locate State priority-aligned goals, actions, metrics, and outcomes in the approved Charter (Elements 1 & 2). Copy and paste goal/action/metric outcome in correlating fields as applicable to the school program. Provide the most recent outcome data available. Add additional rows as needed. |
| **State Priority 1: Basic**  |
| **Addresses the degree to which:**A. teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching |
| **Priority 1A Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **Addresses the degree to which:**B. every pupil in the school district has sufficient access to the standards-aligned instructional materials  |
| **Priority 1B Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **Addresses the degree to which:**C. school facilities are maintained in good repair.  |
| **Priority 1C Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **State Priority 2: State Standards**  |
|  **Addresses:** A. the implementation of state board-adopted academic content and performance standards for all students |
| **Priority 2A Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **Addresses:** B. how the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.  |
| **Priority 2B Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **State Priority 3: Parental Involvement and Family Engagement** |
| **Addresses:**A. the efforts the school district makes to seek parent input in making decisions for the school district and each school site |
| **Priority 3A Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **Addresses:**B. how the school district will promote parental participation in programs for low-income, English learner and foster youth pupils  |
| **Priority 3B Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **Addresses:**C. how the school district will promote parental participation in programs for students with disabilities  |
| **Priority 3C Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **State Priority 4: Pupil Achievement** |
| **As measured by the following, as applicable:** A. statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board of education (SBE)  |
| **Priority 4A Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **As measured by the following, as applicable:** B. the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University  |
| **Priority 4B Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **As measured by the following, as applicable:**C. The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks |
| **Priority 4C Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **As measured by the following, as applicable:** D. The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C) above |
| **Priority 4D Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **As measured by the following, as applicable:** E. the percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California |
| **Priority 4E Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **As measured by the following, as applicable:**F. the English learner reclassification rate  |
| **Priority 4F Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **As measured by the following, as applicable:** G. the percentage of pupils who have passed an advanced placement examination with a score of 3 or higher  |
| **Priority 4G Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **As measured by the following, as applicable:**H. the percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness  |
| **Priority 4H Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **State Priority 5: Pupil Engagement** |
| **As measured by the following, as applicable:** A. school attendance rates  |
| **Priority 5A Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **As measured by the following, as applicable:** B. chronic absenteeism rates  |
| **Priority 5B Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **As measured by the following, as applicable:**C. middle school dropout rates  |
| **Priority 5C Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **As measured by the following, as applicable:** D. high school dropout rates |
| **Priority 5D Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **As measured by the following, as applicable:** E. high school graduation rates  |
| **Priority 5E Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **State Priority 6: School Climate** |
| **As measured by the following, as applicable:** A. pupil suspension rates  |
| **Priority 6A Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **As measured by the following, as applicable:** B. pupil expulsion rates  |
| **Priority 6B Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **As measured by the following, as applicable:**C. other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.  |
| **Priority 6C Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **State Priority 7: Course Access** |
| **Addresses the extent to which pupils have access to and are enrolled in:** A. a broad course of study, including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable  |
| **Priority 7A Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **Addresses the extent to which pupils have access to and are enrolled in:** B. programs and services developed and provided to low-income, English learner and foster youth pupils  |
| **Priority 7B Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **Addresses the extent to which pupils have access to and are enrolled in:** C. programs and services developed and provided to students with disabilities.  |
| **Priority 7C Charter Goals with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **State Priority 8: Pupil Outcomes** |
| **Addresses the extent to which pupils have access to and are enrolled in:** Addresses pupil outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable. |
| **Priority 8 Charter Goal(s) with Metrics** |
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| **Actions** | **Data Year & Outcomes** |
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| **DASS Alternate Metrics** |
| **Alternate Metric** | **Data Source** | **Year/ 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 School 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 group of items (e.g., Ed Program, Operations) 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 this school year?

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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
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| 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
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| **Describe the school's aspirations and plans where there is room for improvement in serving public policy purposes.**  |
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