

## Overview of the Charter Renewal Standards

A charter school requesting renewal will be assessed according to the following Charter Renewal Standards:

- I) Is the school **Academically Sound**?
- II) Is the school an **Effective, Viable Organization**?
- III) Has the school been **Faithful to the Terms of its Charter and Operated Consistent with the Law**?

In addition to the three areas above, evaluation of a charter school renewal request will take into consideration its “plans for a future charter term” as described in the renewal petition pursuant to the questions asked in Education Code § 47605(b)(5):

- IV) Are the school’s plans for a future charter term **Reasonably Comprehensive**?
  - Does the renewal petition contain reasonably comprehensive descriptions of the required elements?
  - Does the renewal petition contain the required affirmations and assurances?

Consistent with the law, the primary criterion for renewal will be the academic performance of the school’s students over the course of the current charter term.

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## Renewal Standard I: Is the School Academically Sound?

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A. What are the school's **Academic Achievement Levels** as measured by:

- Performance on Measurable Pupil Outcomes
  - AUSD will look first to CAASPP and State Dashboard data where available
  - AUSD will also look to MPOs set out in the school's Local Control Accountability Plans (LCAP) for the charter period
- Performance in comparison to schools that students would have otherwise attended

For the purposes of **comparing** charter school performance to other public schools' performance, state standardized test results will be used where available. Where not available, comparison will be made based on AUSD's LCAP criteria. Comparison schools will serve similar grades to the charter school and enroll similar rates of English Language Learner, Special Education, and Free and Reduced Lunch status students.

B. What are the school's **Educational Program** offerings:

- Evaluated using Charter Renewal Standards Rubric, Criteria #1-3 (see section *Charter Renewal Standards Rubric*).

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## Renewal Standard II: Is the School an Effective, Viable Organization?

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This area is divided into **Strong Leadership and Responsible Governance** and **Fiscal Accountability**.

This area will be evaluated using Charter Renewal Standards Rubric (see below).

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## Renewal Standard III: Has the School Been Faithful to the Terms of its Charter and Applicable Law?

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This area is divided into **Strong Leadership and Responsible Governance** and **Fiscal Accountability**.

This area will be evaluated using Charter Renewal Standards Rubric (see below).

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## Renewal Standard IV: Are the School's Plans for a Future Charter Term "Reasonably Comprehensive"?

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This area will be evaluated based on an analysis of the submitted renewal charter petition to ensure that:

- a) The petition contains reasonably comprehensive descriptions of the 15 required elements;
- b) The petition includes AUSD's District Required Language and language required by new laws and regulations, including affirmations and assurances, enacted since the previous charter authorization;
- c) Major revisions to the previous charter are accounted for and assessed; and
- d) Proposed actions to remediate shortcomings in the school's performance are accounted for and assessed.

The school's future financial viability will also be evaluated based on the Fiscal Accountability rubric below.

## Charter Renewal Standards Rubric

The Alameda Unified School District Charter School Renewal Quality Review (CSRQR)\* is designed as an evaluation of a charter school's progress in meeting a defined set of standards over the course of the charter term. *The data for the CSRQR is collected from school site visits and data analysis protocols held by the school sites.* It also provides:

- additional qualitative and quantitative information upon which charter renewal decisions will be made;
- a structured opportunity for program review;
- an opportunity for the school to engage in self-evaluation and to assess its own progress towards meeting school-wide performance goals; and
- a springboard for school improvement planning.

The CSRQR assesses the following Renewal Standards:

I : Is the school academically sound?

II : Is the school an effective, viable organization?

III : Has the school been faithful to the terms of its charter?

IV: Are the school's plans for a future charter term "reasonably comprehensive"?

Each Renewal Standard has a set of criteria, which can be found in the rubric on the following pages.

\* *CSRQR was developed with the influence of the California Charter Schools Association's Quality Standards for Charter School Operations used for Charter School Certification.*

## Making Consistent Judgments

In the complex context of school review it is important that the terminology used is clearly understood by everyone concerned. It is also imperative that everyone recognizes that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of **(5)** applies to schools characterized, overall, by strengths. There are very few or no weaknesses, and any that exist do not diminish the students' experience. Although an evaluation of **(5)** represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its program without significant adjustment, and that there is compelling evidence that this program can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this element is **excellent**.
- An evaluation of **(4)** applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of **(4)** may be appropriate in circumstances where the provision may make for a productive student experience; but it may not apply consistently to most or all students. There is strong evidence that this program can be sustained at a level that positively impacts student experiences. Typically, the school's academic-improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The QI for this element is **proficient**.
- An evaluation of **(3)** applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of **(3)** will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this program can be sustained or implemented by the school at a level to positively impact student experiences. The QI for this element is **underdeveloped**.
- An evaluation of **(2)** applies to schools where program is characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this program can be sustained or implemented by the school at a level to positively impact student experiences. The QI for this element is **inadequate**.
- An evaluation of **(1)** applies when there are major weaknesses in the program element, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for the program element evaluated **unsatisfactory** will require significant support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school. There is no evidence that this program can be sustained or implemented by the school to positively impact student experiences. The QI for this element is **unsatisfactory**.

## Criteria 1: Improving Student Achievement

### (Standard 1)

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 5</b></i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 2</b></i>
<b>1.1</b>	<b>Achieves clear, measurable program goals and student achievement objectives as measured by state, federal standards or objective standards set out in the schools Local Control Accountability Plan</b>	CAASPP student dashboard data in the blue or green categories overall and for all statistically significant subgroups; demonstrated track record of meeting or materially improving performance on objective LCAP student performance goals.	CAASPP student dashboard data in the orange categories overall and for a majority of statistically significant subgroups; student performance goals present in LCAP but unclear or failure to achieve LCAP goals over multiple years.
<b>1.2</b>	<b>Provides a challenging and coherent curriculum for each individual student</b>	The school has a robust standards-based curriculum with strategies in place to meet the needs and challenge of all students, including those who are not at grade-level. The school has systems in place to formally identify individual student needs and has effective strategies in place to meet the needs of English Learners (EL) and students with Special Education and 504 plans. The school is closing achievement gaps among student sub-groups at a rate exceeding other schools with similar demographics.	The school's curriculum is standards-based, but is not meeting the needs of all individuals. Support structures for students not meeting grade-level standards are inadequate. EL and students with special education plans are making inadequate progress. The achievement gap among subgroups is on par with those in similar or surrounding schools.

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 5</b></i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 2</b></i>
<b>1.3</b>	<b>Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students</b>	Students are actively and consistently engaged in class and demonstrate a high level of enthusiasm for learning across the curriculum. Students and teachers use resources for learning experiences beyond the limits of the textbook and classroom, including the effective use of technology and community resources. Student engagement is supported by opportunities to relate productively with adults and other students in both academic and non-academic settings. Learning goals are aligned to the educational program outlined in the charter.	Students are inconsistently engaged in class. Instruction is predominantly teacher centered or textbook driven. Technology and community resources are not utilized with any consistency to further relevant learning in or outside the classroom.
<b>1.4</b>	<b>Uses the results of evaluation and assessment as the basis for the allocation of appropriate resources to promote high levels of student achievement.</b>	Resources are allocated appropriately (among materials, equipment, staff, and facilities) and used effectively to optimize student learning experiences and promote student achievement.	Resources allocation is inconsistent and does not clearly align with programmatic improvement for increasing student achievement. Resources are inadequate to support learning activities, or resources are available, but not effectively utilized to increase student achievement. There is little monitoring of the use of resources for the optimization of student needs.

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 5</b></i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 2</b></i>
<b>1.5</b>	<b>Promotes a safe, healthy and nurturing learning environment characterized by trust, caring and professionalism</b>	The school has a strong sense of community, which allows students to take on academic risks and challenges. Most/all students in the school feel that they have one or more adults that they can trust. The school environment is free of violence, the threat of violence, and bullying; and solid discipline policies and practices, safety procedures and crisis plans are in place. The learning environment is clean, attractive, functional, and comfortable and promotes student health and wellness. Students feel supported and respected by teachers and staff. LCAP reflects a dedication to providing a safe learning environment and consistent achievement of or progress toward learning environment LCAP goals.	The school has a limited sense of community. Inadequate facilities and/or lack of clear discipline policies or effective practices, or safety procedures do not support a safe or comfortable learning environment. There is little interaction between adults and students at the school outside of formal classroom instructional time. LCAP does not adequately reflect commitment to promoting safe learning environment or school has failed to consistently implement stated LCAP goals in this area.



	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 5</b></i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 2</b></i>
<b>1.6</b>	<b>Involves staff, students, parents and other stakeholders (including the school's authorizer) in its accountability for student learning and provides regular, public reports on the school's progress towards achieving its goals</b>	Parents/families are given accessible and relevant information about their child's progress through a variety of methods to communicate student achievement, which include progress reports, report cards, parent/student meetings, etc. Students and parents are well-informed of the class/course learning objectives and of their child's progress on those objectives throughout the school year. The school provides schoolwide progress reports and student achievement data to the school community and other stakeholders, including its authorizer, on a regular basis and solicits feedback and assessment of school progress through parent/student/teacher (and other stakeholders) surveys. School leadership participates in the development of a school accountability report card as required by law.	School leadership participates in the development of a basic school accountability report card but provides little or no other school progress reports to the school's community and/or its authorizer.
<b>1.7</b>	<b>Maximize access to learning environment for all students</b>	Student suspension and expulsion rates are consistent with an effort to maximizing learning time for students; student suspension and expulsions do not fall disproportionately on a one or more identifiable subgroups of students, including but not limited to students of color and students receiving special education services. Students receiving special education services are served in the least restrictive environment in order to maximize access to the school's education program.	Student suspension and expulsion rates materially affect student learning time. Suspensions and expulsions consistently fall disproportionately on a one or more identifiable subgroups of students. There is a pattern of students receiving special education services being either excluded from the school or served in overly restrictive environments that unnecessarily served in environments that reduce access to the school's education program.

## **Criteria 2: Strong Leadership and Responsible Governance (Standards 2, 3)**

The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

	<b>Criteria</b>	<b>Quality of element broadly equivalent to the following would be assessed at <i>Level 5</i></b>	<b>Quality of element broadly equivalent to the following would be assessed at <i>Level 2</i></b>
<b>2.1</b>	<b>Effectively communicates and engages stakeholders in the mission and vision of the school</b>	The board and school leadership clearly and effectively communicate the mission, goals, pedagogical approach and education model of the school with all relevant stakeholder groups. Stakeholders are active supporters and communicators of the mission and vision to the school community. The mission and vision of the school is clearly articulated, well-known by school stakeholders, and implemented in daily practice.	Communication regarding the mission and vision with stakeholders is sporadic and/or inconsistent. The school's mission and vision are known and understood by few of the school's stakeholders.
<b>2.2</b>	<b>Generates and sustains a school culture conducive to staff professional growth</b>	The school leadership provides professional development opportunities that advance the effectiveness of teaching and learning and monitors that professional development for impact on school achievement. There is open and clear communication between students, staff, and administration; and teachers are empowered to demonstrate teacher leadership throughout the school, as well as establish goals for professional growth.	Staff development is restricted to individuals with little or no link to meeting overall schoolwide goals or to the performance of students. The types of professional development in which teachers participate are limited and/or not relevant to individual and schoolwide needs. Staff does not set goals for professional growth.
<b>2.3</b>	<b>Treats all individuals with fairness, dignity and respect</b>	School leaders ensure that school policies regarding equal opportunity and unlawful harassment are effectively implemented. There is open communication among the staff and with the leadership team. School stakeholders report that they are treated with fairness, dignity, and respect and that school leadership is working effectively to create an optimal teaching and learning environment. Complaints regarding the above are not systematic and are resolved through the Uniform Complaint Process or a process that provides equivalent procedural protections.	There are gaps in communication in the school. Policies regarding equal opportunity, unlawful harassment, or other complaints are nonexistent are/or ineffectively implemented. Stakeholders do not feel they have a voice in the school.

	<b>Criteria</b>	<b>Quality of element broadly equivalent to the following would be assessed at <i>Level 5</i></b>	<b>Quality of element broadly equivalent to the following would be assessed at <i>Level 2</i></b>
<b>2.4</b>	<b>Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate</b>	The school administration and governing board consists of individuals who are experienced in managing organizations and who are well-versed in charter law. School administrators and board members actively and regularly seek information and professional development related to charter operations and laws; and new board members are given a formal, relevant orientation on the purpose and educational vision of the school and on their roles and legal responsibilities. The charter school governing board adheres to and consistently follows a fully adopted set of bylaws which includes: conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the school. Conflicts of interest and conflict resolution policies are comprehensive and clear. School has no recorded instances of material charter law or applicable labor law violation during the charter term. IDEA and Section 504 obligations are consistently met.	Board representation is limited; few are engaged in or understand the charter law. Opportunities for board members to take part in professional development or seek information regarding charter operations, trends and law are limited. Responsibilities and roles of leaders, governing bodies and staff are unclear. Bylaws regarding conflicts of interest, meeting protocols, delineation of roles and responsibilities are not well understood and/or followed by the school. Process for conflict resolution is not well understood and/or consistently implemented. There is a pattern of charter or labor law violations during the term of the charter. There is a pattern or IDEA or Section 504 violations established by CDE or OCR findings or due process proceedings.
<b>2.5</b>	<b>Consistently engages in timely reporting of required information to the District, the County, and the State</b>	The school provides required reports and responds to reasonable inquiries about student performance, academic progress and the school's fiscal health in a thorough, accurate and timely manner. Formats for reporting comply with stated requirements, and any variances are explained. The legal and fiscal authorities and responsibilities of the school and of the authorizer is clearly articulated in writing, and clearly defined operational agreements, contracts, MOU's, and/or protocols have been established with the authorizing agency in key areas such as liability, special education, and facilities.	There is limited communication between the school and its authorizer. Reports and/or responses to inquiries are late and/or incomplete. Operational agreements are vague or non-existent and formal delineation of key areas of responsibility are unclear.

	<i>The criteria for judging Responsible Governance</i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 5</b></i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 2</b></i>
<b>2.6</b>	<b>Maintains effective and active control of the charter school and seeks input from impacted stakeholders</b>	Governing board has adopted a policy, decision matrix or delegation of powers that identifies the authority and role of stakeholders (individuals and groups) involved with the school. All stakeholders participating in the decision-making process understand their role, who has the final decision-making authority, and what process will be used. In addition, the school establishes regular opportunities for stakeholders to address the administration and board (i.e. parent meetings, surveys, staff meetings, student forums, etc.). The board conducts its meetings regularly (at least quarterly) and in an organized and effective manner to encourage public comment and participation. All board meetings are held in accordance with applicable provisions of law, appropriate recording of all actions taken is ensured, and Board records are maintained in a comprehensive and systematic manner, in both soft and hard copy. The board creates and adopts all necessary policies and ensures their consistent implementation.	Organization has no decision matrix or policy describing the delegation of decision-making authority of stakeholders (individuals and/or groups) involved with the school. Stakeholders are unaware of the decision-making process. The board does little to encourage or seek stakeholder participation or involvement. Governing board meetings are infrequent and materials are not provided in advance. Compliance with open meeting laws is inconsistent. Records of board discussion and action are not current and not maintained in a manner that is readily available to board, staff and community. Board relies on executive director/head of school to develop policies and procedures; defers on major decisions without active debate.
<b>2.7</b>	<b>Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter and as defined by statute and regulation</b>	The school leadership and staff follow the procedures described in the school's charter and policy. Recruitment strategies are consistent with the mission of the charter and focus on the targeted population which is inclusive of a diverse range of learners. All communications with families convey the same description of the process. Accurate records of applications, lottery results and wait lists are maintained. The results of the policy are reviewed annually with the board to ensure consistent implementation and to identify areas for improvement.	Student recruitment, retention and enrollment policies are not well-documented. Staff members communicating with families give inconsistent and/or inaccurate information regarding procedures. Enrollment and retention decisions are not consistent; with case-by-case exceptions made for some families depending on circumstances. Board is not informed of enrollment and retention results, other than in general terms.

### Criteria 3: A Focus on Continuous Improvement (Standards 1, 4)

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 5</b></i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 2</b></i>
<b>3.1</b>	<b>Establishes benchmarks and a variety of accountability tools to monitor student progress throughout the year</b>	An appropriate range of formative and summative assessments (which include state-mandated tests, schoolwide assessments and classroom level assessments) are used in making judgments about student progress towards curricular targets. These assessments are matched to well-defined benchmarks for student achievement. Data is used to adjust curriculum and teaching and learning strategies in order to accommodate the changing needs of students (i.e. re-teaching, change grouping practices, targeted interventions or enrichment, etc.).	Schoolwide learning objectives and benchmarks are not clearly articulated nor assessed formally outside of statewide testing. Results of student assessments are minimally linked to a school wide improvement plan. There are minimal plans in place to address curricular needs, teacher competency and future staff development based on assessment data.
<b>3.2</b>	<b>Establishes both long and short-term goals and uses information sources, data collection, and data analysis to actively monitor and evaluate the success of the school's program as described in its charter and LCAP.</b>	The school's LCAP (and any other strategic plan) sets clear, measurable goals for improvement based on data analysis. Goals and plans are actionable, focused on student achievement and are measured by clear targets and timeframes. Short-term and long-term goals are regularly reviewed and appropriate resources to accomplish the plans are allocated accordingly. Goals and resource allocations are clearly linked and explained in the LCAP. LCAP evolves from year to year to reflect changes in data.	The school has a general plan in place for schoolwide improvement but does not identify interim, measurable targets to indicate sufficient progress. Input from stakeholders is limited. LCAPs consistently fail to clearly set out measurable goals or are not updated to reflect changes in data from year to year.

#### Criteria 4: Fiscal Accountability (Standards 2, 3, 4)

A charter school fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit, which is made public.

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 5</b></i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 2</b></i>
4.1	<b>Establishes clear fiscal policies to ensure that public funds are used appropriately and directly related to the school's purpose: student achievement of learning goals</b>	The school adheres to an adopted fiscal policy and procedures manual that includes procedures for the authorization of purchases and release of funds, including signatories for checks or purchase orders over a specified threshold, and procedures related to credit cards and revolving cash funds. Bank reconciliations for all school-affiliated bank accounts are completed and reviewed on a monthly basis (person empowered to sign the check is not the same person, or related to the person, who reconciles the account). The school prioritizes funds to maintain a functional, clean, and safe learning environment and to provide adequate materials and equipment to support student learning. Financial decisions are made based on well-identified school-wide needs and priorities.	Fiscal policies are not readily accessible. There is a general understanding of policies and procedures but the staff is unaware of any written documents. Bank reconciliation is completed sporadically. There is also lack of evidence that sufficient funds are allocated to ensure functional, clean and/or safe learning environment is established or maintained. Financial decisions are made sporadically and without systemic approaches to address the needs of the students.
4.2	<b>Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability</b>	Comprehensive budget assumptions are prepared during the budget process, and the school's governing body adopts a budget prior to the new fiscal year. The working budget is monitored against actuals at least monthly, including a review of ADA assumptions, and adjusted accordingly. All accounts payable obligations are up-to-date, appropriately described, and disclosed in financial statements. Long-term debt schedules and multi-year contracts, and capital projects are tracked and monitored on a regular basis within the budget and budgeting process. Annual reviews of significant operating costs are shared with all of those who make budget decisions (i.e. school director, board, etc.). Reserves or available credit are adequate to address cash needs.	Board does not consistently monitor budget assumptions with actuals. Accounts payable are not regularly updated. School leadership is unable to clearly identify major operating costs or articulate long-range financial plans. Board reports do not include cash flow analysis and projection of reserves.

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 5</b></i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 2</b></i>
<b>4.3</b>	<b>Conducts an annual financial audit which is made public</b>	<p>The school is audited by a certified public accountant (CPA) or public accountant (PA) licensed by the California State Board of Accountancy (and not declared ineligible to conduct audits by the State Controller's Office). The school's audit is performed in accordance with generally accepted auditing standards to ensure that the school's finances are being managed in accordance with generally accepted accounting principles and practices and the audit tests the validity of the charter school's ADA and reports these findings in the audit report.</p> <p>The charter school receives a school-specific audit report that includes financial statements and audit findings/conclusions specific to the charter school (unless completely dependent on the district) and includes a management letter commenting on areas of possible improvements (if any) in structures, procedures, and management practices of the school, as well as any factors that would prevent them from issuing an unqualified opinion on the financial statements.</p> <p>The charter school board reviews the audit report and responds to any audit findings and designs a corrective action plan to address these findings, and a copy of the audit is sent by the charter school to the authorizing agency, the COE and CDE by legally mandated deadlines, and the authorizing agency reviews the charter school's corrective action in response to any audit exceptions</p>	<p>Annually audited budgets are not made available and accessible to the public. Audit findings remain unresolved, or without sustainable systems in place to avoid recurrences. The audit report is not formally assessed by the governing board to resolve findings as part of its regular oversight procedures.</p>
<b>4.4</b>	<b>Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget, with budget and expenditures revised at reasonable intervals based on actual enrollment and attendance.</b>	<p>School projects enrollment as part of annual budget process and updates the budget if enrollment varies from the forecast. Expenditures are adjusted appropriately for changing enrollment, including changes in staffing. School tracks and reports to the governing board on patterns of enrollment and retention, and the effect on the school's long-term sustainability.</p>	<p>School has set no overall goal or plan for enrollment Stability or growth. School's enrollment projections for budget is not based on past experience or changing conditions. Budget is not adjusted and expenditures are not timely altered in response to enrollment variances from planned levels. Recruitment plans are not developed/adjusted in response to actual enrollment patterns. Enrollment trends are not regularly reported to the governing board.</p>

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 5</b></i>	<i>Quality of element broadly equivalent to the following would be assessed at <b>Level 2</b></i>
4.5	<b>Ensures financial resources are directly related to the school's stated program and goals</b>	LCAP performance goals are directly reflected in the school's resource allocations. Three-year LCAP program is consistent with multi-year budget expenditure projections.	LCAP performance goals do not align with the school's resource allocations. LCAP is not reflected in or inconsistent with multi-year budget expenditure projections.
4.6	<b>School projects to maintain financial viability during proposed renewal charter term</b>	Multi—year budget projections based on sound and transparently disclosed assumptions; current multi-year budget equivalent to a district budget which would receive a “Positive” certification from the Alameda County Office of Education.	Multi-year budget based on inconsistent, unreasonable, or unclear assumptions; current multi-year budget equivalent to a district budget which would receive a “Negative” certification from the Alameda County Office of Education.



# Charter Renewal Data Document

Name of school:				Name of School Leader:			
<b>Financial Information (5<sup>th</sup> year of renewal)</b>							
Total Operational Budget				Per Student Revenue			
Total Expenditure				Expenditure Per Student			
Balance brought forward from previous year				Projected balance carried forward to next year			
<b>Special Populations</b>	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal		
# / % of students receiving <b>free/reduced lunch</b> (Socioeconomically disadvantaged)	/	/	/	/	/		
# / % of <b>ELs</b>	/	/	/	/	/		
# / % of <b>Students with Disabilities (SPED)</b>	/	/	/	/	/		
<b>Pupil Mobility</b>	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal		
# / % Students who joined the school other than at the usual time of admission	/	/	/	/	/		
# / % Students who left the school other than at the usual time of leaving (excluding expulsions)	/	/	/	/	/		
<b>Enrollment</b> (as of CBED's Date)	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal	<b>Attendance Rate to Date</b>	
School data							
<b>Background of students</b> <b>5<sup>th</sup> year of renewal</b>	<b>#/% of Students</b>	<b>Discipline - prior school year</b>		<b>Suspension</b> <b># of Incidents</b>		<b>Expulsion</b> <b># of Incidents</b>	
Schoolwide	/	Schoolwide					
Asian	/	Asian					
Black/African-American	/	Black/African-American					
Filipino	/	Filipino					
Hispanic/Latino	/	Hispanic/Latino					
Native American/Alaskan Native	/	Native American/Alaskan Native					
Native Hawaiian/Pacific Islander	/	Native Hawaiian/Pacific Islander					
White	/	White					
Two or More Races	/	Two or More Races					
Not Reported	/	Not Reported					
Gender (male/female)	/	Gender (male/female)		/		/	
Homeless Students	/	Homeless Students					
		ELs					
		Students with Disabilities (SPED)					

<b>Lottery/Waitlist Information</b>				
	Date of Lottery	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
<b>EXAMPLE</b> (add rows as necessary to capture all grade levels served)		6 <sup>th</sup> - 150	100	50
		7 <sup>th</sup> -200	100	100
		8 <sup>th</sup> - 160	100	60
<b>1<sup>st</sup> year of renewal</b>				
<b>2<sup>nd</sup> year of renewal</b>				
<b>3<sup>rd</sup> year of renewal</b>				
<b>4<sup>th</sup> year of renewal</b>				
<b>5<sup>th</sup> year of renewal</b>				

<i>Graduation Information (HS only)</i>	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal
HS Cohort Graduation Rate					
HS Cohort Drop-out Rate					
<i>Post-Graduation Plans (HS only)</i>					
% Attending 4-year college					
% Attending 2-year college					
% Attending vocational/ technical training					
% Joined military					
% Working exclusively					

<b>Teacher Recruitment/Retention</b>					
	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal
Total # of Teachers					
# New Hires					
# Retained from Prior Year					
Total # of vacant teaching posts (FTEs) currently					

<b>SBAC</b> <i>(Standard Met/ Exceeded)</i>	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal
<b>ELA</b>					
Schoolwide					
Asian					
Black/African-American					
Filipino					
Hispanic/Latino					
Native American/ Alaskan Native					
Native Hawaiian / Pacific Islander					
White					
Two or More Races					
English Learners					
Students with Disabilities (SPED)					
(Socio)economically Disadvantaged (FRPM)					
<b>MATH</b>					
Schoolwide					
Asian					
Black/African-American					
Filipino					
Hispanic/Latino					
Native American/ Alaskan Native					
Native Hawaiian / Pacific Islander					
White					
Two or More Races					
English Learners					
Students with Disabilities (SPED)					
(Socio)economically Disadvantaged (FRPM)					
<b>CAHSEE</b>	1 <sup>st</sup> year of renewal	2 <sup>nd</sup> year of renewal	3 <sup>rd</sup> year of renewal	4 <sup>th</sup> year of renewal	5 <sup>th</sup> year of renewal
10 <sup>th</sup> grade pass rate					

## MPOs and LCAP Goals

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### MPOs

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Insert the MPOs for the charter term under review.

For each MPO, include an analysis as to whether the goals were “met” or “not met” and explain why or why not. Specifically, provide the goal, target, instrument, and data achieved/results. If the data achieved/results are unavailable, please provide a brief explanation. For example, if the specific instrument listed is no longer in use, please indicate “no longer available/given”. If multiple assessments, grade levels, or subgroups were included in a single goal, please make sure to include the specific target and data achieved/results for each assessment, grade level, and/or subgroup.

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### LCAP Goals

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In regard to the LCAP goals you have had in place for the past two years, please address the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5.)

## Charter Renewal School Site Visit Schedule

During the two (2) day school site visit, the review team will aim to get to know as much about the school as possible in the time available. The review team follows an intensive daily schedule during which it collects evidence through observation of teaching and learning, examination of student work and focus groups with teachers, students, parents, governing board, and other members of the school community. It is this first-hand evidence, coupled with the evidence gathered over the term of the charter, which provides the team with a thorough understanding of the school's program and operations and of the quality therein.

A note about focus groups: Please ensure that your focus groups contain a reasonably representative group of your school's stakeholders featuring members with differing viewpoints and backgrounds. Please refer to the chart below for recommendations regarding the composition of the focus group.

Focus Group	Recommended Number of People
Board & Home Office	3-4 people who can answer questions regarding budgets, finance, and governance
Teachers, Students & Families	1-2/grade grade grouping (K-2; 3-5; 6-8; 9-12); overall max: 10 people

**Two-Day School Site Visit Schedule (Sample)**

Schedule	Day 1	Day 2
9:00-9:30	Meet with School Leader	Meet with School Leader/Class Visits
9:30-10:00	Team Work Time	Team Work Time
10:00-12:00	Class Visits	Class Visits
12:00-1:00	Teacher Focus Group (Lunch with Teachers*)	Student Focus Group (Lunch with Students*)
1:00-2:00	Governing Board & Home Office** Focus Group	Parent Focus Group
2:00-3:00	Class Visits	Class Visits
3:00-3:30	Meet with School Leader	Meet with School Leader