# Charter Renewal Performance Report – Instructions

***Background***

According to Board Policy 0420.4 - Philosophy, Goals and Objective; Charter Schools:

*…Any charter granted by the Board shall contain adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, public governance systems, and multiple measures for evaluating the educational program…*

Therefore, in keeping with this policy, the Office of Charter Schools (OCS) asks that charter schools requesting renewal prepare and submit a performance report that includes reporting of key data points and information that may not be available through other sources.

### Goals

* Highlight unique areas of success from the charter school’s perspective beyond traditional academic measures
* Provide guidance for OCS for further inquiry during the renewal site visit
* Collect additional information related to OCS priority areas that may not be available elsewhere in the petition

### Guidelines

The performance report includes requests for descriptive responses as well as data tables. Where descriptive responses are requested, please provide comprehensive yet concise responses. If there are sections where you feel you are not in a position to respond, please elicit responses from more appropriate parties (e.g. governing board president).

A draft of this report needs to be submitted to OCS staff (charteroffice@ousd.org) via e-mail in Word format **at least 2 weeks before** either the renewal site visit or the submission of the charter renewal request, whichever is earlier. **The final draft of this Performance Report needs to be submitted as an Appendix in the Renewal Charter Petition.**

**Measurable Pupil Outcomes (MPOs)**: For the 2023-24 Renewal Cycle (for schools with charters ending in June of 2024), MPOs will be incorporated directly in the District Required Language (available on the [Charter Requester Resources](https://www.ousdcharters.net/charter-requester-resources.html) page of the OCS website). Please note, the District is transitioning away from the Collective MPOs that many charter schools adopted previously.

# Charter Renewal Performance Report – Open Responses

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| 1. **Instruction**
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| Describe any unique schoolwide instructional practices that have positively impacted student outcomes. Please note any specific practices used in response to the COVID-19 pandemic’s impact on student learning.  |

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| 1. **Areas of Success**
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| Describe any unique areas of success beyond traditional academic measures. |

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| 1. **Diversity of student enrollment**
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| What are the strategies and processes that you have put in place to ensure your school enrolls a diverse student population (e.g. racial/ethnic balance, representation of English Learners, students with disabilities, or of homeless status)? Where have you seen success and how do you plan to modify these practices for student groups who are underrepresented at your school? |

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| 1. **Student engagement**
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| Are there opportunities for students to be involved in decision-making and the governance of the school?What is an example of a change you have made to the school based on student feedback? |

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| 1. **Family engagement**
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| How do families voice concerns? Are there opportunities for families to be involved in decision-making and the governance of the school?What is an example of a change you have made to the school based on family feedback? |

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| 1. **Teacher engagement**
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| Are there opportunities for teachers to be involved in decision-making and the governance of the school?What is an example of a change you have made to the school based on teacher feedback? |

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| 1. **Performance of key student groups**
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| How is your education program addressing the needs of the below student groups? What is working well? What most needs improvement? (a) English learners(b) students with disabilities(c) students in need of remediation(d) advanced students performing above grade level, and (e) any other student groups you are paying particular attention to |

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| 1. **Governance**
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| Beyond board meetings, how does the governing board interact with students, parents, and/or teachers?Does the governing board evaluate the school leader? If so, how?Provide an example of a recent issue or policy that the board is working on. |

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| 1. **Innovation**
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| What are 2-3 innovative practices at your school that would be challenging to implement in a district school setting? |

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| 1. **Verified Data** OCS may follow up with further requests around this data, including the raw data.
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| For data that meets the Ed Code definition[[1]](#footnote-1) of “verified data” and adheres to the most recently released State Board of Education guidance, please include a summary of the results from your school’s verified data. *For additional information, please see the CDE’s guidance on* [*Verified Data Criteria and Adopted Indicators.*](https://www.cde.ca.gov/sp/ch/verifdatacrit.asp)Please also describe how and to what extent the data shows (a) evidence that the school achieved measurable increases in academic achievement (defined by at least one year’s progress for each year in the school) and/or (b) evidence of strong postsecondary outcomes (defined by college enrollment, persistence, and completion rates equal to similar peers).  |

# Charter Renewal Performance Report – Data Request

### Pupil Mobility

|  |  |  |
| --- | --- | --- |
| Student Group | Number of Students | Percent of Total Enrollment |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Students who joined the school after the first day of school |  |  |  |  |  |  |  |  |  |  |  |  |
| Students who left the school during the school year |  |  |  |  |  |  |  |  |  |  |  |  |

### Enrollment (for Year 7 of current charter term)

| Student Group | Number Enrolled | Percent of Total Enrollment |
| --- | --- | --- |
| Total Enrollment |  |  |
| Asian |  |  |
| Black or African American |  |  |
| Filipino |  |  |
| Hispanic or Latino |  |  |
| Native American or Alaskan Native |  |  |
| Native Hawaiian or Pacific Islander |  |  |
| White |  |  |
| Two or More Races |  |  |
| Race Not Reported |  |  |
| Male |  |  |
| Female |  |  |
| Homeless Students |  |  |
| Foster Youth |  |  |
| FRPM-Eligible/Economically Disadvantaged |  |  |
| English Learners |  |  |
| Special Education/Students with IEPs |  |  |

*\* If official data for certain student groups are not yet available, please provide the most updated unofficial number.*

### Expulsions

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Schoolwide |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |
| Black or African American |  |  |  |  |  |  |
| Filipino |  |  |  |  |  |  |
| Hispanic or Latino |  |  |  |  |  |  |
| Native American or Alaskan Native |  |  |  |  |  |  |
| Native Hawaiian or Pacific Islander |  |  |  |  |  |  |
| White |  |  |  |  |  |  |
| Two or More Races |  |  |  |  |  |  |
| Race Not Reported |  |  |  |  |  |  |
| Male |  |  |  |  |  |  |
| Female |  |  |  |  |  |  |
| Homeless Students |  |  |  |  |  |  |
| English Learners |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |

### Graduation Information (High Schools only) - For Year 6 of current charter term

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| Cohort Graduation Rate |  |
| Cohort Dropout Rate |  |

*If official data is not yet available for Year 6, please provide preliminary/unofficial numbers.*

### Post-Graduation Plans (High Schools only, if available)

Data should be from 3-6 months after graduation for each year.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| % attending 4-year college |  |  |  |  |  |  |
| % attending 2-year college |  |  |  |  |  |  |
| % attending vocational/ technical training |  |  |  |  |  |  |
| % joined military |  |  |  |  |  |  |
| % working exclusively |  |  |  |  |  |  |

### Teacher Recruitment/Retention (for each year of current charter term)

|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Total # of classroom teachers |  |  |  |  |  |  |  |
| # of new classroom teacher hires |  |  |  |  |  |  |  |
| # of classroom teachers retained from prior year |  |  |  |  |  |  |  |
| # of classroom teachers that left their position prior tothe end of the school year (e.g. resigned, quit, terminated) |  |  |  |  |  |  |  |
| # of currently vacant classroom teaching positions (FTEs) |  |

### Teacher Ethnicity (for Year 7 of current charter term)

| Total # of classroom teachers |  |
| --- | --- |
| # Asian |  |
| # Black or African American |  |
| # Hispanic or Latino |  |
| # White |  |
| # Other Ethnicity or Missing |  |

### Demand/Waitlist Information (only for incoming grade levels: K, 6, 9)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year of CurrentCharter Term | Date of Lottery | Grade Level | # of Applicants | # of Available Spaces | # of Students on Waitlist (as of first day of school) |
| *EXAMPLE* | *4/1/18* | *TK* | *75* | *40* | *25* |
| *K* | *180* | *100* | *30* |
| *6* | *115* | *100* | *5* |
| *9* | *90* | *100* | *0* |
| Year 1 |  | TK |  |  |  |
| K |  |  |  |
| 6 |  |  |  |
| 9 |  |  |  |
| Year 2 |  | TK |  |  |  |
| K |  |  |  |
| 6 |  |  |  |
| 9 |  |  |  |
| Year 3 |  | TK |  |  |  |
| K |  |  |  |
| 6 |  |  |  |
| 9 |  |  |  |
| Year 4 |  | TK |  |  |  |
| K |  |  |  |
| 6 |  |  |  |
| 9 |  |  |  |
| Year 5 |  | TK |  |  |  |
| K |  |  |  |
| 6 |  |  |  |
| 9 |  |  |  |
| Year 6 |  | TK |  |  |  |
| K |  |  |  |
| 6 |  |  |  |
| 9 |  |  |  |
| Year 7 |  | TK |  |  |  |
| K |  |  |  |
| 6 |  |  |  |
| 9 |  |  |  |

# Charter Renewal Performance Report – Facilities and Proposed Material Revisions/Substantial Changes

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| **Facilities** |
| **Please respond to the following:** |
| Does the school’s current lease(s) extend through the end of the requested charter term? If not, please describe your plans for a facility solution.Do you anticipate applying for District facilities through Prop 39 during the course of the upcoming charter term? |

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| **Proposed Material Revisions/Substantial Changes** |
| **Note: Material revision requests typically will need to be submitted *separately* from the renewal petition. Prior to submitting the renewal petition, petitioners should consult with OCS staff regarding any substantial proposed changes to the petition to determine whether these changes constitute a material revision necessitating a separate submission. Please respond to the following:** |
| *If applicable:* Describe any material revisions and/or substantial changes you are proposing for this renewal period, particularly in any of the following areas:* Substantial changes to the educational program
* Changes in grade levels to be served
* Increasing the enrollment cap
* Changes to lottery preferences or admission procedures
* Changes to the governance structure
* Adding or changing school location (with the exception of moving into a District-owned facility)
* Entering into or revising a contract with a Charter Management Organization

The Office of Charter Schools (OCS) staff may reach out to request additional information related to any proposed material revisions/substantial changes. Please see the [OCS Material Revision Handbook](https://www.ousdcharters.net/material-revision.html) for more detailed information. |

1. “Verified data” means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (see Ed Code 47607.2(c)(1)) [↑](#footnote-ref-1)