



Oakland Unified School District

Charter School Quality Standards Rubric

Site Visit Evaluation

Criteria for Charter Renewal 2011

The quality review site-visit evaluation criteria are the same for all schools seeking renewal. The following site review criteria and areas of guidance are aligned with the *Quality Standards for Charter School Operations* developed by the California Charter School Association. These standards are currently being used by CCSA to certify schools: It is important to note that these standards are the product of work conducted in collaboration with charter leaders throughout the state of California and represent a measure by which charter school operators have sought to hold themselves accountable.

Is the School an Academic Success?

Criteria 1: Improving Student Achievement

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 and closing achievement gaps of students.

Characteristics

A quality charter school . . .

- *Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards and state and federal standards*
- *Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended*
- *Demonstrates high expectations for student achievement*
- *Provides a challenging and coherent curriculum for each individual student*
- *Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students*
- *Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement*
- *Promotes academic risk-taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism*
- *Productively engages parental and community involvement as a part of the school's support system*
- *Shares its vision among the school community and demonstrates its mission in daily action and practice*
- *Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process*

Criteria 2: Strong Leadership

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.

Characteristics

A quality charter school leader . . .

- *Effectively communicates and engages stakeholders in the vision and mission of the school*
- *Consistently puts into practice the educational program outlined in its charter*
- *Generates and sustains a school culture conducive to student learning and staff professional growth*
- *Actively monitors and evaluates the success of the school's program*
- *Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer*
- *Treats all individuals with fairness, dignity and respect*

- *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*
- *Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success*
- *Abstains from any decision involving a potential or actual conflict of interest*
- *Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter*
- *Engages community involvement in the school*

Criteria 3: A Focus on Continuous Improvement

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.

Characteristics

A quality charter school . . .

- *Uses information sources, data collection, and data analysis strategies for self-examination and improvement*
- *Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction*
- *Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter*
- *Uses student assessment results to improve curriculum and instruction*
- *Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement*

Is the School an Effective, Viable Organization?

Criteria 4: Responsible Governance

A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.

Characteristics

A quality charter school board and administration . . .

- *Ensure that policies are implemented in a fair and consistent manner*
- *Monitor the trends, issues, and potential changes in the environment in which charter schools operate*
- *Seek input from impacted stakeholders*
- *Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter*
- *Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status*

Criteria 5: Fiscal Accountability

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

Characteristics

A quality charter school . . .

- *Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability*
- *Conducts an annual financial audit which is made public*
- *Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely*
- *Ensures financial resources are directly related to the school's purpose: student achievement of learning goals*

Oakland Unified School District

Quality Standards Rubric

Site Visit Evaluation

Criteria for Charter Renewal

2010-2011

Charter School Site Visit Renewal Review Assessments Rubrics

The Oakland 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 process 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 schoolwide performance goals; and;
- a springboard for school improvement planning.

A key feature of the CSRQR is that during the assessment, judgments of the school's educational program will be made on how well the charter school aligns with the five site visit renewal criteria of the review rubric – all in service of improved student outcomes. Each of the criteria consists of a number of review guidelines enabling the reviewers to evaluate both the *quality* of the education provided and the extent of performance in terms meeting a defined set of standards over the course of the charter's term.

These unique features distinguish the CSRQR from the more traditional district or school audit processes which tend to be solely compliance driven.

The focus of the School Review is to assess the quality and performance of a school in relation to the OUSD renewal site visit criteria.

The Renewal Site Visit Criteria are:

1. Improving Student Achievement
2. Strong Leadership
3. A Focus on Continual Improvement
4. Responsible Governance
5. Fiscal Accountability

Proficiency Descriptor for Renewal Recommendation

SITE REVIEW CRITERIA PROFICIENCY (Level 4) DESCRIPTOR FOR RENEWAL RECOMMENDATION

OUSD Renewal Site Review Criteria	Criteria 1: Improving Student Achievement 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.	Criteria 1: Strong Leadership 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.	Criteria 3: A Focus on Continuous Improvement 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.	Criteria 4: Responsible Governance A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.	Criteria 5: Fiscal Accountability A charter school fulfils its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.
Renewal Questions	Is the School an Academic Success?			Is the School and Effective, Viable Organization?	
Has the School Remained Faithful To Its Charter?					
Level 4 Descriptor: 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 organization may	Criteria 1: Improving Student Achievement <i>Schoolwide goals consistent with the terms of the charter are clearly articulated with interim benchmarks that demonstrate solid and steady student achievement and progress. State and schoolwide student assessments demonstrate overall proficiency of standards in core subjects at improved rates as compared to neighboring public schools and at measurable growth rates for matched cohort students (added value) in state performance standards that that are higher than in neighboring public schools</i> <i>The school is meeting its Academic Performance Index (API) targets as defined by the CA in all areas. The</i>	Criteria 2: Strong Leadership <i>The school leadership is knowledgeable and positively impacts the school by effectively communicating and engaging stakeholders in the school’s mission and program.</i> <i>He/she ensures the effective implementation of the educational program outlined in the school’s charter through clear policies and procedures so the school runs smoothly. The school leader actively monitors and evaluates the success of the school through reflection, data collection and analysis, and through a professional development and staff evaluation system that positively advances teaching and learning and professional</i>	Criteria 3: A Focus on Continuous Improvement <i>The school implements a quality assurance process that analyzes and advances the effectiveness of teaching and learning strategies in relationship to student performance results. This may be at early stages but there is evidence to show that it is implemented consistently and is adding value to the quality of student experience and learning.</i> <i>Systems for gathering, monitoring and analyzing student performance data throughout the year are in place; and data analysis of state and schoolwide assessment results are used regularly to improve curriculum and instruction and to prioritize resource</i>	Criteria 4: Responsible Governance <i>The charter school governance adheres to and consistently follows a fully adopted set of bylaws which include: conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the school. The school’s governance policies are organized and are easily accessible to the public.</i> <i>The school governing board consists of individuals who are experienced in managing organizations and who are well-versed in charter law. The board regularly provides opportunities for stakeholders to address the administration and board and conducts its meetings in an organized and effective manner to encourage public comment and participation. All board meeting</i>	Criteria 5: Fiscal Accountability <i>The school creates and monitors immediate and long-range financial plans to effectively implement the school’s educational program and ensure financial stability by establishing a clear budget development system which includes creation of comprehensive budget assumptions, processes for which the school’s governing body adopts a budget at least 30 days prior to the new fiscal year, the monitoring of the working budget against actuals monthly, and a review of ADA assumptions monthly.</i> <i>All accounts payable obligations are up-to-date, appropriately described, and disclosed in financial statements.</i>

make for a productive student experience; but it may not apply consistently to some students. There is strong evidence that this element 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 Quality Indicator (QI) for this element is **proficient.**

school consistently meets Adequate Yearly Progress (AYP) goals as defined by NCLB in all areas.

High levels of student academic attainment and achievement are expected throughout the entire school.

The school has a solid standards-based curriculum with strategies in place to meet the needs of and challenge all students, including those who are not at grade-level and students with identified special needs.

Resources are allocated appropriately (among materials, equipment, staff, and facilities) and used effectively to optimize student learning experiences.

There is a strong school culture, in which stakeholders understand and adhere to the school's mission, and the school appropriately involves parents and the community in its accountability for student learning and in the school's program evaluation process.

The school environment is free of violence or the threat of violence and students feel safe and cared for at the school.

growth.

The school's student achievement data and overall progress is regularly communicated to all stakeholders. Individuals involved in the school are treated with fairness, dignity and respect, and the school leadership makes decisions and implements policies that enable all students to be effectively served, particularly special education and second language learners

The school leader(s) have a solid understanding of the laws that govern charter schools and actively seek professional development and training to keep abreast of current trends and policies that impact charter schools.

Leadership decisions reflect high standards and ethics (including adherence to conflicts of interest policies) by allocating resources appropriately to impact student achievement and well-being, implementing business policies and procedures that promote school sustainability, and operational viability,

allocation.

Short and long-term goals focused on student achievement are based on careful data analysis, established through a collaborative process and regularly reviewed for and measured for progress.

agendas and meeting minutes are consistently posted in a timely manner for broad public review.

The school develops and creates policies that do not discriminate students based on race, creed, color, religion, gender or orientation, and 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. The school has an effective and functional parent complaint system in place to ensure adequate resolution of parent concerns.

The school provides regular reports of student performance, academic progress and the school's fiscal health to OUSD and consistently adheres to the operational agreements, contracts and MOU's that have been established with OUSD.

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.), and the school conducts an annual financial audit which is made public. The school's past two audit reports show no significant exceptions or findings

The school adheres to an adopted fiscal policy and procedures manual which include 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.

Financial decisions are made based on well identified schoolwide needs and priorities, and it is clear that the school prioritizes funds so as to maintain a functional, clean, and safe learning environment and to provide adequate materials and equipment to support student learning.

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 provision without significant adjustment, and that there is compelling evidence that this provision 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 provision 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 provision can be sustained at a level that positively impact 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 Quality Indicator (QI) for this provision 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 of 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 provision can be sustained or implemented by the school at a level to positively impact student experiences. The QI for the provision provided is **underdeveloped**.
- An evaluation of **(2)** applies to schools where provisions are 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 provision can be sustained or implemented by the school at a level to positively impact student experiences. The Quality Indicator (QI) for this provision is **inadequate**.
- An evaluation of **(1)** applies when there are major weaknesses in provision, 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 provision 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 provision can be sustained or implemented by the school to positively impact student experiences. The Quality Indicator (QI) for this provision is **unsatisfactory**.

School self-evaluation and school status assessment processes enable staff to ask the right focused questions. They do not provide a set of answers.
OUSD Charter Renewal Handbook

Equally evaluations should not be aggregated across different indicators, or turned into percentages. In such cases, percentages can be at best meaningless and at worst deceptive.

For example, it means nothing to say that 75% of all evaluations in a school self-evaluation report or an assessment are good or excellent. Without further interpretation, raw percentages could hide the fact that teaching and learning was universally fair, or that all evaluations in two out of eight subjects in a high school were fair, or some other variant.

Furthermore, it is not valid to ‘average’ a count of Quality Indicators (QIs) across the five levels of evaluation. Instead, we should always use a frequency distribution. It can be very useful to look at patterns of evaluations across particular indicators, as these can help to identify whether a particular strength or weakness is localized or replicated across a school. This can help staff to focus on the underlying causes of weaknesses, and identify appropriate staff development priorities, or resource allocations.

The following rubrics serve as a guide for making judgments on the five criterion categories for review:

Criteria 1: Improving Student Achievement

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 the Student Academic Achievement First</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 2</i>
1.1	Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, and state and federal standards	The school has program strong learning goals in place that are clear and contain measurable interim benchmarks, which include those that can be measured annually. The school consistently meets its Academic Performance Index (API) targets as defined by the State of CA in all areas. The school consistently meets Adequate Yearly Progress (AYP) goals as defined by NCLB in all areas. Schoolwide performance goals are clearly articulated and include the minimum student performance required for advancement or graduation.	Goals are vague and not measurable. Performance objectives and expectations are unclear to teachers and students. Adequate Yearly Progress has not been met in various areas in three or more years.
1.2	Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended	The students consistently achieve proficiency standards in core subjects at improved rates as compared to neighboring public schools that are not already achieving state level proficiency school-wide. The school consistently achieves measurable growth rates for matched cohort students (added value) in state performance standards that are higher than the neighboring public schools that are not already achieving state level proficiency school-wide	The school is performing below the median proficiency levels in core subject areas as compared to neighboring schools that are not already achieving state level proficiency school-wide. Matched cohort data (added value) indicates a growth rate that is below that of neighboring schools not already proficient school-wide, on state testing measures.
1.3	Demonstrates high expectations for student achievement	High levels of student academic attainment and achievement are expected throughout the entire school. These high expectations are reflected in the school curriculum which: a) provides rich content and strong vocabulary 2) clearly identifies essential and enduring knowledge, and 3) provides assessments that effectively support students' long-term mastery of essential knowledge. The curriculum is structured in a coherent grade-by-grade sequence to prepare students for life-long learning, careers, and active citizenship	While teachers and staff recognize the importance of high expectations, the curriculum is not structured for high academic performance nor the attainment of essential and enduring knowledge. Curriculum is loosely structured and non sequential. There is little relevancy or connection to life long learning.
1.4	Provides a challenging and coherent curriculum for each individual student	The school has a robust standards-based curriculum with strategies in place to meet the needs of and challenge 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 plans and 504s. 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 needs of all individuals. Support structures for students not meeting grade-level standards are inadequate. EL and students with special education plans are/or making inadequate progress. The achievement gap among subgroups are on par with those in similar or surrounding schools.

	<i>The criteria for making judgments on the quality of the Student Academic Achievement First</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 2</i>
1.5	Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students	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.
1.6	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement	Resources are allocated appropriately (among materials, equipment, staff, and facilities) and used effectively to optimize student learning experiences. Resources are utilized effectively to promote student achievement.	Resources are inadequate to support learning activities, or resources are available, but not effectively utilized to increase student achievement.
1.7	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism	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.	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.
1.8	Productively engages parental and community involvement as a part of the school's student support system	Students, parents, and community members are involved as part of the overall school's support system to ensure student achievement. The school actively engages parents around stated academic goals. Partnerships with outside bodies are routinely used to address problems preventing students from achieving academic goals. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve.	Limited partnerships with outside bodies exist for student's benefit. Parents are provided information about student progress through progress reports and report cards; but little is done to fully engage parents supporting their child's academic success.
1.9	Shares its vision among the school community and demonstrates its mission in daily action and practice	The mission and vision of the school is clearly articulated, well-known by school stakeholders, and implemented in daily practice. Students and parents are proud of their school.	The schools vision is known and understood by few of the schools' stakeholders.

	<i>The criteria for making judgments on the quality of the Student Academic Achievement First</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 2</i>
1.10	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process	Parents/families are given accessible and relevant information about their child's progress through a variety of methods to communicate student achievement to parents, 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 results of individual student and schoolwide assessments are communicated to students and parents on a regular basis. The school provides regular school progress reports and schoolwide student achievement data to all members of the school community and solicits feedback and assessment of school progress through parent/student/teacher (and other stakeholder) surveys.	The school provides basic student achievement information to the school community.

Criteria 2: Strong Leadership

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.

	<i>The criteria for judging the quality of Ethical Leadership</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 2</i>
2.1	Effectively communicates and engages stakeholders in the vision mission of the school	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.	Communication with parents and stakeholders is sporadic and/or inconsistent. Stakeholders have little knowledge of leadership decision making. There are few avenues for parents to participate in school strategic planning.
2.2	Consistently puts into practice the educational program outlined in its charter.	The school leadership implements its academic program in alignment with its charter. The school runs smoothly. Procedures are followed as the leadership is seen as an effective, and is well respected.	The school's academic program does not consistently align to the charter. Policies and procedures are unclear and not adhered to consistently.
2.3	Generates and sustains a school culture conducive to staff professional growth	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 do not set goals for professional growth.
2.4	Actively monitors and evaluates the success of the school's program	The school leader implements a deliberate and cohesive system for monitoring and evaluating the school's educational program and can identify school's specific strengths and weaknesses. He/she seeks input from stakeholders in the monitoring and evaluation of the school's program and is visible throughout the school.	There is a loose or informal system for monitoring and evaluating the school's program. Staff evaluations are not aligned to improving instruction and student outcomes. Input from other stakeholders is limited. Leadership is not visible.
2.5	Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer	School leadership participates in the development of a school accountability report card as required by law and provides regular school progress reports and student achievement data to all stakeholders, including the District.	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.
2.6	Treats all individuals with fairness, dignity and respect	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	There are gaps in communication in the school. Policies regarding equal opportunity and unlawful harassment are nonexistent are/or ineffectively implemented. Stakeholders do not feel they have a

	<i>The criteria for judging the quality of Ethical Leadership</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 2</i>
		with fairness, dignity, and respect	voice in the school.
2.7	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	School leadership has developed policies and specific training practices that clarify the responsibilities and relationships among key leaders, governing board members, staff, students and parents. The school leadership participates regularly in professional development opportunities which provide relevant insight into the trends, issues and potential changes in the environment in which charter schools operates	Leadership is not current with trends and issues currently affecting charter schools. Responsibilities and roles of leaders, governing bodies and staff are unclear.
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success	School leaders make decisions that reflect high standards and ethics; allocate resources based primarily on their impact on student achievement and well-being; and implement business policies and procedures that promote school sustainability, and operational viability. Staff report that leadership is working effectively to create an optimal teaching and learning environment.	The impact of school management decisions on teaching and learning is limited. Evidence of decision-making that reflects consistently applied high standards is not present.
2.9	Abstains from any decision involving a potential or actual conflict of interests	The school leadership does not engage in actions that present a conflict of interest; and board members and employees formally declare any conflicts of interest or potential conflicts of interest he or she may have in relationship to the fiscal policies and operation of the charter school as outlined in policies.	Conflict of interest policies are vague and/or inconsistently implemented.
2.10	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter	The leadership implements effective programs and policies that enable all students to be effectively served, particularly special education and second language learners	Minimum supports and interventions are in place to meet the needs of special student populations. Supports for specialized populations are not aligned to the core curriculum.
2.11	Engages community involvement in the school	The board and school leadership develop and implement an effective communications plan utilizing board members, parents, staff and students that engages varied community support.	Communication and solicitation for community involvement in the school is limited or non-existent.

Criteria 3: A Focus on Continuous Improvement

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 provision broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 2</i>
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement	The school implements a comprehensive quality assurance process that systematically analyzes and advances the effectiveness of teaching and learning strategies in relationship to student performance results. This includes formal systems for gathering, monitoring and analyzing student performance data throughout the year. Data is also used regularly by the school administration in conjunction with the instructional teams to identify areas for school improvement and school-wide goal setting, and to implement teaching and professional development plans that address identified learning needs.	School does not systematically collect, use and analyze student data beyond what is already provided through statewide testing. Plans for strategic improvement are limited and/or not based in systematic data analysis.
3.2	Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction	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 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.
3.3	Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter	The school engages in a collaborative process to set 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.	The school has a general plan in place for whole-school improvement but does not identify interim, measurable targets to indicate sufficient progress.. Plan does not explicitly address school's mission.
3.4	Uses student assessment results to improve curriculum and instruction	The school administers regular mandated assessments and encourages full participation and involvement of its staff and students. Student achievement is measured utilizing meaningful, reliable and valid performance benchmarks. Data is disaggregated and analyzed to maximize student information within data. Analysis of assessment data includes absolute performance (proficiency), added-value performance (matched cohort), and	Student performance results, while they may be gathered, are inconsistently used to inform instructional practice. Some teachers develop and implement action plans to address student needs based on data, but others do not.

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 2</i>
		achievement gaps among subgroups. Curriculum and instruction is adjusted accordingly to maximize achievement.	
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement	Resources are allocated effectively and appropriately (among materials, equipment, staff, and facilities) and use effectively to optimize student learning.	Resources allocation is inconsistent and do not clearly align with programmatic improvement Or increasing student achievement. There is little monitoring of the use of resources for the optimization of student needs

Criteria 4: Responsible Governance

A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.

	<i>The criteria for judging Responsible Governance</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 2</i>
4.1	Ensure that policies are implemented in a fair and consistent manner	The charter school governance adheres to and consistently follow a fully adopted set of bylaws which include: 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 and address the disqualification of a board member or employees. The school's governance policies are organized and are easily accessible to the public. .	Bylaws regarding conflicts of interest, meeting protocols, delineation of roles and responsibilities are not well understood and/or followed by school. Policies are not readily available or accessible to the public and stakeholders. Process for conflict resolution is not well understood and/or implemented.
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate	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. Schools with multiple sites have comprehensive and effective monitoring systems established for ensuring that those sites meet the charter's mission and goals	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 is limited.
4.3	Seek input from impacted stakeholders	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 meeting agendas and meeting minutes are consistently posted in a timely manner for broad public review.	Board meetings are not widely nor publicly noticed. The board does little to encourage or seek public participation or involvement.
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	The school develops and creates policies that do not discriminate students based on race, creed, color, religion, gender or orientation that are widely distributed. 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. The school has clear open enrollment procedures and (if over-	Policies regarding diversity in the school student and staff population exist but are not consistently followed.

	<i>The criteria for judging Responsible Governance</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 2</i>
		subscribed) an adopted and applied public lottery policy for enrollment.	
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status	The school provides regular reports of student performance, academic progress and the school's fiscal health to the authorizer. The legal and fiscal authorities/responsibilities of the school and of the authorizer is clearly articulated in writing, and clearly defined operational agreements, contracts and MOU's 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. Operational agreements are vague or non-existent, and formal delineation of key areas of responsibility are unclear.

Criteria 5: Fiscal Accountability

A charter school fulfils 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 provision broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 2</i>
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability	Comprehensive budget assumptions are prepared during the budget process, and the school's governing body adopts a budget at least 30 days 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.).	Board does not consistently monitor budget assumptions with actuals. Accounts payable are not regularly updated. School leadership does are unable to clearly identify major operating costs or articulate long range financial plans.
5.2	Conducts an annual financial audit which is made public	<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).</p> <p>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. 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</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 and assessed by the governing board to resolve findings as part of its regular oversight procedures.

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 5</i>	<i>Quality of provision broadly equivalent to the following would be assessed at Level 2</i>
		deadlines, and the authorizing agency reviews the charter school's corrective action in response to any audit exceptions	
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	<p>The school adheres to an adopted fiscal policy and procedures manual which include 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.</p> <p>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). Policies are established to ensure that contracts reflect fair market value and raise no conflict of interest issues. The school has a clear and organized tracking system for costly fixed assets such as textbooks and computer equipment.</p>	Fiscal policies are not readily assessable. There is a general understanding of policies and procedures but the staff is unaware of any written documents. Bank reconciliation is completed sporadically.
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals	<p>The school prioritizes funds to maintain a functional, clean, and safe learning environment and to provide adequate materials and equipment to support student learning. The school provides sound justification for its employee compensation structure and has established procedures for the approval of employee compensation.</p> <p>Financial decisions are made based on well identified schoolwide needs and priorities.</p>	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.