# Charter Renewal Performance Report

### Guidelines

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self‐appraisal of strengths and weaknesses of the school’s charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

* Where appropriate, please be evaluative and state your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
* Please rate yourself by placing an “X” in the appropriate box (1-5) which most accurately reflects **your judgment** of overall quality in response to the questions.
* Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal School Site Visit.
* If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).

A **draft** of this report needs to be submitted to the Office of Charter Schools staff (contact information is available at [https://www.ousdcharters.net/contact-us.html](file:///Users/brett/Desktop/Office%20of%20Charter%20Schools%20staff%20contact%20information%20is%20available%20at%20https:/www.ousdcharters.net/contact-us.html)) via e-mail in Word format **at least 2 weeks in advance** of the Renewal School Site Visit. **The final draft** of this Performance Report needs to be submitted as an **Appendix in the Renewal Charter Petition**.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **How effective is your school overall?** | | | | | | | |
| **Evaluation:** |  | 1 | 2 | 3 | 4 | 5 |  |
| Unsatisfactory |  |  |  |  |  | Excellent |
| How do you know?  What are its notable strengths?  What are the main priorities for improvement? | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **How well is the school regarded by its students and parents?** | | | | | | | |
| **Evaluation:** |  | 1 | 2 | 3 | 4 | 5 |  |
| Unsatisfactory |  |  |  |  |  | Excellent |
| How do you know?  What do (a) students and (b) parents most like about the school?  What do they feel needs improvement, and what action is being taken? | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **How well do students achieve?** | | | | | | | |
| **Evaluation:** |  | 1 | 2 | 3 | 4 | 5 |  |
| Unsatisfactory |  |  |  |  |  | Excellent |
| How do you know?  In which subjects and grades do students do best, and why?  In which subjects and grades is improvement needed, and what action is being taken?  Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken? | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **How effective is the quality of instruction, including teaching, learning and curriculum?** | | | | | | | |
| **Evaluation:** |  | 1 | 2 | 3 | 4 | 5 |  |
| Unsatisfactory |  |  |  |  |  | Excellent |
| How do you know?  Which are the strongest features of teaching and learning, and why?  What aspects of teaching and learning most need improvement, and what action is being taken? | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **How effective are the professional development opportunities provided to teachers and administrators?** | | | | | | | |
| **Evaluation:** |  | 1 | 2 | 3 | 4 | 5 |  |
| Unsatisfactory |  |  |  |  |  | Excellent |
| How do you know?  Which are the strongest features of professional development, and why?  How are professional development activities selected and evaluated?  What aspects of teaching and learning most need improvement, and what action is being taken? | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **How effective is the assessment of student learning?** | | | | | | | |
| **Evaluation:** |  | 1 | 2 | 3 | 4 | 5 |  |
| Unsatisfactory |  |  |  |  |  | Excellent |
| How do you know?  What are the strongest features of assessment?  What aspects need improvement, and what action is being taken? | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English Learners, students with disabilities, or of homeless status)?** | | | | | | | |
| **Evaluation:** |  | 1 | 2 | 3 | 4 | 5 |  |
| Unsatisfactory |  |  |  |  |  | Excellent |
| How do you know?  What are the strongest aspects of the efforts to recruit a diverse student population?  What aspects need improvement, and what action is being taken? | | | | | | | |

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| 1. **How effective are the leadership and management of the school?** | | | | | | | |
| **Evaluation:** |  | 1 | 2 | 3 | 4 | 5 |  |
| Unsatisfactory |  |  |  |  |  | Excellent |
| How do you know?  How does your school monitor teacher and staff implementation of the school’s curriculum, including its alignment with the California State Standards?  What steps are taken if school administrators and teachers are not effectively implementing the curriculum?  Which aspects of leading and managing the academic performance of the school work best, and why? | | | | | | | |

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| 1. **How well does the charter school collaborate with parents to encourage active participation in their student’s education?** | | | | | | | |
| **Evaluation:** |  | 1 | 2 | 3 | 4 | 5 |  |
| Unsatisfactory |  |  |  |  |  | Excellent |
| How do you know?  Which are the strongest features, and why?  What most needs improvement, and what action is being taken? | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **How effectively does the school community analyze and use school-wide data for continuous improvement?** | | | | | | | |
| **Evaluation:** |  | 1 | 2 | 3 | 4 | 5 |  |
| Unsatisfactory |  |  |  |  |  | Excellent |
| How do you know?  To what extent does the staff as a whole discuss and analyze performance data for programmatic improvement and to modify instruction?  Describe how the school is training administrators and teachers to understand and use assessment data.  To what extent are parents and students informed of student performance data individually and schoolwide?  What most needs improvement, and what action is being taken? | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?** | | | | | | | |
| **Evaluation:** |  | 1 | 2 | 3 | 4 | 5 |  |
| Unsatisfactory |  |  |  |  |  | Excellent |
| How do you know?  Which are the strongest features, and why?  What most needs improvement, and what action is being taken? | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation?** | | | | | | | |
| **Evaluation:** |  | 1 | 2 | 3 | 4 | 5 |  |
| Unsatisfactory |  |  |  |  |  | Excellent |
| How do you know?  Which are the strongest features, and why?  What most needs improvement, and what action is being taken? | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **How effective is the governing board of the school?** | | | | | | | |
| **Evaluation:** |  | 1 | 2 | 3 | 4 | 5 |  |
| Unsatisfactory |  |  |  |  |  | Excellent |
| How do you know?  Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.  How effectively does the governing board work with the school leader/s and parents?  Describe the governing board’s primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.  What are the notable features of the governing board in the school?  What aspects of the governing board most need improvement, and what action is being taken? | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **How effective is the school at involving parents, teachers, and community members in the governance of the school?** | | | | | | | |
| **Evaluation:** |  | 1 | 2 | 3 | 4 | 5 |  |
| Unsatisfactory |  |  |  |  |  | Excellent |
| How do you know?  Which are the strongest features, and why?  What most needs improvement, and what action is being taken? | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **How effective is the school at ensuring fiscal soundness and legal compliance?** | | | | | | | |
| **Evaluation:** |  | 1 | 2 | 3 | 4 | 5 |  |
| Unsatisfactory |  |  |  |  |  | Excellent |
| How do you know?  Describe what policies are in place to ensure fiscal soundness and legal compliance.  Which are the strongest features, and why?  What most needs improvement, and what action is being taken? | | | | | | | |

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| 1. **What are the most significant aids and/or barriers to raising student achievement?** |
| Which are the strongest features, and why?  What most needs improvement, and what action is being taken? |

# Charter Renewal Data Document

### Financial Information (for Year 5 of current charter term)

|  |  |  |  |
| --- | --- | --- | --- |
| Total Operational Budget |  | Per Student Revenue |  |
| Total Expenditure |  | Expenditure Per Student |  |
| Balance brought forward from previous year |  | Projected balance carried forward to next year |  |

Special Populations*(for each year of current charter term)*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Subgroup | Number of Enrolled Students in Subgroup | | | | | Percent of Enrolled Students in Subgroup | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5\* | Year 1 | Year 2 | Year 3 | Year 4 | Year 5\* |
| FRPM-Eligible/  Economically Disadvantaged |  |  |  |  |  |  |  |  |  |  |
| English Learners |  |  |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |  |  |

*\* If official data for this year is not yet available, please provide the most updated unofficial number.*

### Pupil Mobility

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Subgroup | Number of Students | | | | | Percent of Total Enrollment | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5\* | Year 1 | Year 2 | Year 3 | Year 4 | Year 5\* |
| 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 |  |  |  |  |  |  |  |  |  |  |

*\* Enter most recent data available.*

### Enrollment and Attendance (for each year of current charter term)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Total Enrollment\* |  |  |  |  |  |
| Attendance Rate\*\* |  |  |  |  |  |

*\* As of CBEDs census date. For Year 5, if CBEDs census data has not yet passed, enter most recent enrollment data available.*

*\*\* Enter year-end attendance rate. For Year 5, enter attendance rate to date.*

### Enrollment (for Year 5 of current charter term)

| Subgroup | Number Enrolled | Percent of 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 |  |  |
| Not Reported |  |  |
| Male |  |  |
| Female |  |  |
| Homeless Students |  |  |

### Discipline (for Year 4 of current charter term)

|  |  |  |
| --- | --- | --- |
| Subgroup | # of Suspensions | # of Expulsions |
| 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 |  |  |
| Not Reported |  |  |
| Male |  |  |
| Female |  |  |
| Homeless Students |  |  |
| English Learners |  |  |
| Students with Disabilities |  |  |

### Lottery/Waitlist Information

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year of Current  Charter Term | Date of Lottery | Grade Level | # of Applicants | # of Available Spaces | # of Students on Waitlist |
| *EXAMPLE (add rows as necessary to capture all grade levels served)* | *4/1/18* | *6* | *180* | *100* | *80* |
| *7* | *115* | *100* | *15* |
| *8* | *105* | *100* | *5* |
| Year 1 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Year 2 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Year 3 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Year 4 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Year 5 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Graduation Information (High Schools only)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year 1 | Year 2 | Year 3 | Year 4\* |
| Cohort Graduation Rate |  |  |  |  |
| Cohort Dropout Rate |  |  |  |  |

*\* If official data is not yet available for Year 4, please provide preliminary/unofficial numbers.*

### Post-Graduation Plans (High Schools only)

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

### ELA SBAC Proficiency – Percent Meeting or Exceeding Standard (for each year of current charter term)

*Please note, data is only required for subgroups that had at least 11 students with ELA SBAC scores for a given year.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subgroup | Year 1 | Year 2 | Year 3 | Year 4 |
| 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 |  |  |  |  |
| English Learners |  |  |  |  |
| Students with Disabilities |  |  |  |  |
| Economically Disadvantaged |  |  |  |  |

### Math SBAC Proficiency – Percent Meeting or Exceeding Standard (for each year of current charter term) Please note, data is only required for subgroups that had at least 11 students with Math SBAC scores for a given year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subgroup | Year 1 | Year 2 | Year 3 | Year 4 |
| 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 |  |  |  |  |
| English Learners |  |  |  |  |
| Students with Disabilities |  |  |  |  |
| Economically Disadvantaged |  |  |  |  |

# MPOs and LCAP Goals

### Measurable Pupil Outcomes (MPOs)

Insert the MPOs for the charter term under review (i.e. 2014-15 thru 2018-19). If the Collective MPOs were adopted, this section should include two sets of charts.

If the Collective MPOs were adopted starting for 2015-16. The first chart should include the data for the former MPOs for the first year of the charter term (2014-15). For each MPO in this chart, 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 indicate as much and 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.

The second chart should include the data updates for the Collective MPOs for the subsequent years of the charter term (i.e. 2015-16 thru 2018-19). Some data may not yet be available for 2018-19, but please **be sure to include all available data for each year**.

### Local Control and Accountability Plan (LCAP) Goals

In regard to the school’s LCAP goals that have been in place, 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.)

# Facilities and Future Plans

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| --- |
| **FACILITIES ADA** – APPLIES ONLY TO NON-OUSD FACILITIES (CURRENT OR PLANNED) |
| **Please respond to the following:** |
| Does your lease extend through the end of your requested charter term?  If the lease does not extend though the end of your charter term, please describe your plans for a facility solution which includes either:   * A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or * A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision‐making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely |
| Describe the condition of your current facility. |
| What procedures are in place for handling facility repairs? |
| Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility. |

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| **FUTURE PLANS** |
| **Please respond to the following:** |
| *As applicable*: Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period. |
| *As applicable*: Describe any material revisions to your charter and rationale for this renewal period. This request will be considered as part of the renewal process.   * Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school’s mission, purchasing a new facility, etc. * In order to have the material revision to your charter approved, your school needs to: * State the revision(s) the school’s governing board wishes to make to the charter. * Describe the reasons for the request(s). * Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budge may or will be impacted in the current school year and in the subsequent school years.   If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.   * If appropriate, describe how student achievement may be impacted by the proposed revision(s). |