

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**84.282A - Charter Schools Program Grants for State Educational Agencies**

**CFDA # 84.282A**

**PR/Award # U282A160024**

**Grants.gov Tracking#: GRANT12177446**

OMB No. 1894-006, Expiration Date: 11/30/2017

Closing Date: Jun 01, 2016

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<b>Attachment - 1 (1236-GEPA Section 427)</b>	e10
<b>5. Grants.gov Lobbying Form</b>	e13
<b>6. ED Abstract Narrative Form</b>	e14
<b>Attachment - 1 (1235-Abstract Narrative Form)</b>	e15
<b>7. Project Narrative Form</b>	e16
<b>Attachment - 1 (1241-ProjectNarrativeFINAL)</b>	e17
<b>8. Other Narrative Form</b>	e79
<b>Attachment - 1 (1237-AppendixAGeneralAssurances)</b>	e80
<b>Attachment - 2 (1238-AppendixBResumes)</b>	e82
<b>Attachment - 3 (1239-AppendixCLettersofSupport)</b>	e95
<b>Attachment - 4 (1240-AppendixEAdditionalInformation)</b>	e100
<b>9. Budget Narrative Form</b>	e117
<b>Attachment - 1 (1234-BudgetNarrative)</b>	e118
<b>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</b>	e130
<b>11. Form ED_524_Budget_1_3-V1.3.pdf</b>	e131

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

\* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

\* 2. Type of Application:

- New
- Continuation
- Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/01/2016

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

CA Department of Education for the State Board of Education

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

680258051

\* c. Organizational DUNS:

8074808430000

**d. Address:**

\* Street1:

1430 N. Street, Suite 5401

Street2:

\* City:

Sacramento

County/Parish:

\* State:

CA: California

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

95814-5901

**e. Organizational Unit:**

Department Name:

California Department of Educa

Division Name:

Charter Schools Division

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:

Ms.

\* First Name:

Cindy

Middle Name:

\* Last Name:

Chan

Suffix:

Title:

Director, Charter Schools Division

Organizational Affiliation:

Charter Schools Division, California Department of Education

\* Telephone Number:

Fax Number:

\* Email:

PR/Award # U282A160024

Page e3

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-042116-001

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP) Grants for State Educational Agencies (SEAs) CFDA Number 84.282A

**13. Competition Identification Number:**

84-282A2016-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

California Public Charter Schools Grant Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="69,649,243.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="69,649,243.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Maureen Schwind</p>	<p>TITLE</p> <p>Director, Charter Schools Division</p>
<p>APPLICANT ORGANIZATION</p> <p>CA Department of Education for the State Board of Education</p>	<p>DATE SUBMITTED</p> <p>06/01/2016</p>

Standard Form 424B (Rev. 7-97) Back



**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA Section 427.pdf	Add Attachment	Delete Attachment	View Attachment
----------------------	----------------	-------------------	-----------------

**California Department of Education on Behalf of the  
California State Board of Education  
California Charter Schools Program Grant  
General Education Provisions Act**

This provision is Section 427 of the U. S. Department of Education's General Education Provisions Act (GEPA), enacted as part of improving America's Schools Act of 1994 (Public Law 103-382).

The California Department of Education (CDE), on behalf of the California State Board of Education, will ensure to the fullest extent that all project beneficiaries will have equal access to participation in the proposed funded project. The CDE assures equitable access and participation in all grant opportunities or activities, regardless of any barriers, including gender, race, national origin, color, disability, or age.

The CDE does not allow discrimination on the basis of gender, gender identity, gender expression, race/ethnicity, religion, national origin, age, or disability in its services and activities as outlined in California *Education Code (EC)*, Article 3, Section 220 Prohibition of Discrimination. The CDE ensures through state statute that all educational institutions provide reasonable and appropriate accommodations for all activities affiliated with this project to meet the needs of a diverse group of participants.

One example of GEPA compliance includes the provisions required under *EC* Section 48985:

- (a) If 15 percent or more of the students enrolled in a public school that provides instruction in kindergarten or any between grades one through twelve, inclusive, speak a single primary language other than English, as determined from the census data submitted to CDE pursuant to *EC* Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of

any such student by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.

The CDE maintains the Clearinghouse for Multilingual Documents (<http://www.cde.ca.gov/ls/pf/cm/>), which provides registered users with free access to numerous translated documents contributed by local educational agencies and the CDE.

Poverty often effects equal access to participation in educational activities; therefore, California prohibits differentiating education experiences based on socioeconomic classifications. This ensures educationally disadvantaged students from low socioeconomic communities have equal access to education. *EC* Section 49011(a) prohibits requiring students to pay a fee for participation in education activities. *EC* Section 49011(b)(1) also requires all supplies, materials, and equipment needed to participate in educational activities be provided to students free of charge.

Barriers identified by CDE that can have a negative effect on equitable access to educational activities include a lack of knowledge about, and sensitivity to, disability issues, inadequate student records management systems, and access to technology in the home for low socioeconomic students. The CDE proposes the charter schools program (CSP) grant funds address the following barriers:

1. Barrier - Lack of knowledge about, and sensitivity to, disability issues on the part of some educators, staff and students can make it difficult for students with disabilities to access educational services equally.

Solution - Provide CSP funds directed towards special education sensitivity training for all teachers and school staff as part of their professional development requirements.

2. Barrier - Homeless and foster youth educational records are inadequately managed after continuous transferring of student records.

Solution - Use CSP grant funds to implement adequate student record and retention software to improve the transfer of student records for transient students to ensure correct academic placement.

3. Barrier - Many teachers and school staff are unaware of the barriers facing homeless and foster youth and the impact it has on their learning.

Solution - Direct CSP funds towards professional development training for teacher and school staff to assist in identifying and meeting the unique needs of homeless and foster youth.

4. Barrier - Lack of access to technology at home for low socioeconomic children, and homeless/foster youth have no access after school ends.

Solution - Use CSP grant funds for educational technology and/or resource centers that provide equal access for students that do not have access at home.

The CDE requires an assurance from each CSP sub-grant applicant to meet the compliance requirements of GEPA, as noted on the CSP Request for Applications, and as part of the standard Certifications and Assurances required for CSP funding.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

CA Department of Education for the State Board of Education

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. \* First Name: Cindy Middle Name:

\* Last Name: Chan Suffix:

\* Title: Director, Charter Schools Division

\* SIGNATURE: Maureen Schwind

\* DATE: 06/01/2016

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## California Charter Schools Program Abstract 2016–19

California Department of Education  
1430 N Street, Suite 5401  
Sacramento, CA 95814

Cindy S. Chan, Director  
Charter Schools Division

██████████ / ██████████

The California State Board of Education (SBE) and the California Department of Education (CDE) propose to implement a Charter Schools Program (CSP) grant to expand the number of high quality charter schools serving high populations of educationally disadvantaged students by an estimated 120 new schools. In alignment with California’s state level strategy, the goal of the CSP grant will be to improve access to high quality charter schools, by expanding innovative options for parents and students, thus helping California students attain measurable and continuous academic improvement. To meet this goal, CDE propose four objectives that will be achieved through state leadership and statewide collaboration. The CSP objectives for 2016–19 are:

Objective 1: Increase the number of high-quality charter schools.

Objective 2: Improve academic outcomes for educationally disadvantaged students

Objective 3: Dissemination of best practices

Objective 4: Strengthen accountability and oversight of authorizers and CSP

sub-grantees

The CSP has been an integral part of supporting charter school expansion in California since funding was first received in 1995. California has the largest number of charter schools and charter school students of all states. There are currently 1208 active charter schools in California serving over 581,000 students, with another 158,000 unduplicated students on charter school waitlists throughout California.

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

---

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

## TABLE OF CONTENTS

<b>ABSOLUTE PRIORITIES .....</b>	<b>2</b>
<b>ABSOLUTE PRIORITY 1: PERIODIC REVIEW AND EVALUATION .....</b>	<b>2</b>
Review and Evaluate Every Five Years .....	2
Ensuring Authorizer Review .....	2
Annual Reviews.....	3
Charter Revocation.....	4
<b>ABSOLUTE PRIORITY 2 CHARTER SCHOOL OVERSIGHT .....</b>	<b>5</b>
Contractual Charter Petition .....	5
Annual Charter Audits and Oversight .....	6
Increased Student Achievement as Renewal/Revocation Criteria .....	7
<b>COMPETITIVE PREFERENCE PRIORITIES .....</b>	<b>7</b>
<b>COMPETITIVE PREFERENCE PRIORITY 1 HIGH QUALITY AUTHORIZING AND MONITORING PROCESSES .....</b>	<b>7</b>
Clear Criteria for Evaluating Charter Applications .....	7
Multi-Tiered Review Process.....	9
Differentiated Review .....	11
Standards to Benchmark Performance.....	11
<b>COMPETITIVE PREFERENCE PRIORITY 2. AUTHORIZING CHARTERING AGENCY AND APPEALS.....</b>	<b>12</b>
Two Non-District Authorizing Agencies .....	12
Process for Appeals .....	13
<b>INVITATIONAL PRIORITY .....</b>	<b>13</b>
<b>SELECTION CRITERIA.....</b>	<b>15</b>
<b>EDUCATIONALLY DISADVANTAGED STUDENTS .....</b>	<b>15</b>
<b>VISION FOR GROWTH AND ACCOUNTABILITY.....</b>	<b>18</b>
Ambitiousness of High Quality Growth .....	18
Ambitiousness of Closing Poor Performing Schools .....	20
<b>PAST PERFORMANCE.....</b>	<b>21</b>
Increases in High Quality Charter Schools.....	21
Closure of Underperforming Charter Schools .....	25
<b>PROJECT DESIGN .....</b>	<b>26</b>
Year by Year Estimate .....	30
Applicants from Previous CSP grant .....	31
Funding Structure.....	32
Monitoring Sub-Grantees .....	34
<b>DISSEMINATION OF INFORMATION AND BEST PRACTICES .....</b>	<b>35</b>
State Leadership in Dissemination .....	36
<b>OVERSIGHT OF AUTHORIZED PUBLIC CHARTERING AGENCIES.....</b>	<b>39</b>
Oversight and Accountability of Authorizing Agencies .....	39
Evidence Based Models.....	40
Measurable Performance Expectations.....	42

Annual Reporting.....	42
Autonomy.....	43
Seeking and Approving Charter Petitions.....	44
Annual Monitoring.....	45
Clear Criteria for Renewal and Revocation.....	45
Continued Accountability.....	47
<b>POLICY CONTEXT FOR CHARTER SCHOOLS .....</b>	<b>48</b>
Flexibility and Autonomy .....	48
Information on Federal and State Funding Opportunities.....	50
Ensuring Commensurate Share and Timing of Funds.....	51
<b>APPLICATION REQUIREMENTS .....</b>	<b>53</b>
<b>DISSEMINATING BEST PRACTICES.....</b>	<b>53</b>
<b>FEDERAL FUNDS AND PROGRAMS.....</b>	<b>53</b>
<b>IDEA COMPLIANCE .....</b>	<b>53</b>
<b>LOGIC MODEL.....</b>	<b>54</b>
<b>LOTTERY AND ENROLLMENT PREFERENCES.....</b>	<b>55</b>
<b>OBJECTIVES.....</b>	<b>56</b>
<b>REVOLVING LOAN FUND.....</b>	<b>57</b>
<b>WAIVERS.....</b>	<b>57</b>
<b>PERFORMANCE MEASURES.....</b>	<b>57</b>

## **2016–19 CALIFORNIA PUBLIC CHARTER SCHOOLS GRANT PROGRAM**

### **PROJECT NARRATIVE**

California's great regional diversity is reflected in the myriad of available charter school choice options across the diverse demographics and geography of the state. The majority of California charter schools are authorized by local school districts that must evaluate new charter petitions and a renewal requests, according to clear state-defined criteria. County boards of education and the State Board Education may authorize a charter in limited circumstances, but are primarily appellant bodies for locally denied petitions and renewals. Once approved, a charter school is held accountable to its charter, but is otherwise largely exempt from most other laws that apply to school districts.

The state provides most funding to charter schools and schools districts according to the state's weighted pupil formula, known as the Local Control Funding Formula (LCFF). Enacted in 2013, the LCFF provides base funding per pupil with additional funding for high need pupils. Since charter schools are funded in the same manner as school districts, LCFF has resulted in significant improvement in funding equity between charter and traditional public schools.

Linked to the LCFF is the Local Control Accountability Plan, a new standards based tool that each district and charter school must complete and update annually. For charter schools, the LCAP must also be aligned with the goal and outcomes identified in the schools charter, and with state defined academic priorities and standards, and is used as a tool in oversight. Charters that fail to show improvement may not be renewed or may be revoked.

California's public education system is in the midst of system-wide transformation designed to narrow the achievement gap and elevate low achieving students to be ready for college and career success. New standards, improved assessments, increased funding, more local control, and greater investments in social programs that influence achievement are all part of California's new educational landscape.

## **Absolute Priority 1. Periodic Review and Evaluation**

### **Review and Evaluate Every Five Years**

California law includes several mechanisms by which a chartering authority provides periodic review and evaluation of each charter school. According to California *Education Code (EC)* Section 47607, a new charter school may only be granted "for a period not to exceed five years," and then it may receive subsequent five-year renewals under specified conditions. Charter authorities are required to review and evaluate the charter school's performance at the end of each term. A charter may not be renewed unless the school meets a least one of the renewal criteria specified in law. Pupil academic achievement for all groups of pupils served by the charter school must be the most important factor in determining whether to grant a charter renewal. Charter schools are also held accountable for meeting the outcomes and program descriptions established in the school's charter. California's renewal criteria meet or exceed the definition of "high-quality charter school" in the Federal Register.

### **Ensuring Authorizer Review**

By law, charter authorizers must review the performance of their charter schools, take action to approve or deny the continued operation of the charter school, and communicate all renewal or denial decisions to the California Department of Education

(CDE). Renewal verification is a condition of continued funding. *EC* Section 47604.32, requires authorizers to provide timely notice to CDE of any change in charter school status related to renewal, revocation, or ceasing to operate for any reason. Since charter schools must be reviewed and renewed by their authorizers in order to receive funding, California ensures authorizer review as a condition of funding.

At the start of each fiscal year, CDE tracks charter terms and makes an annual notification at the start of each fiscal year to authorizing agencies and those charter schools with terms expiring the following June. The CDE sends a notice to the charter school and the authorizing agency as a reminder to begin the review and renewal process.

### **Annual Reviews**

*EC* Section 47604.32 identifies required oversight duties of all authorizing agencies and specifies that all authorizers will, at minimum, complete one annual site visit and ensure charter schools comply with all required reports.

Charter schools are also required to report progress on charter goals and outcomes annually. California restructured its public education funding model in 2013. The new funding model, Local Control Funding Formula (LCFF), is accompanied by a locally driven accountability plan. Charter school petitions align goals and outcomes addressing the state priorities articulated in statute. The Local Control and Accountability Plan (LCAP) articulates how funding will be used to support the goals of a charter and provides a basis for ongoing oversight of a charter school. The LCAP is an important component of the LCFF as it describes how a school intends to meet annual goals for all students and groups of students, with specific activities to address

state and local priorities identified pursuant to *EC* Section 52060(d), including conditions of learning, pupil engagement and achievement, and school climate. Both the charter petition and LCAP must describe goals and specific actions to achieve those goals, as well as measurable pupil outcomes (MPOs), for all pupils and each subgroup of pupils identified, including pupils with disabilities, for each of the state priorities that apply to the grade levels served and the nature of the charter school program. *EC* Section 47606.5 also requires charter schools to complete an annual update to the goals and annual actions aligned with the goals identified in a charter petition. The annual update is submitted to the authorizer and the county superintendent of schools. Statute requires charter schools consult with teachers, administrators, school personnel, parents, and pupils during the evaluation of the charter school's progress in achieving goals for each of the MPOs aligned with the state priorities.

Charter schools are required to submit quarterly fiscal reports and an annual independent audit, so the authorizer must review the school's fiscal condition on an ongoing basis. The LCAP, annual update, measurable pupil outcomes in the charter petition, fiscal reports and independent audits, enable, support and strengthen authorizers' annual review and ongoing oversight of charter schools.

### **Charter Revocation**

California *EC* section 47607 gives charter authorizers the authority to inspect or observe any part of a charter school at any time. It provides the explicit authority for a chartering authority to revoke a charter at any time for failure to meet or pursue the measurable pupil outcomes identified in a charter; for violation of a charter's conditions, standards, or procedures; for fiscal mismanagement; or violation of any

provision of law. County superintendents may also independently investigate any reports of wrongdoings by a charter school.

The State Board of Education (SBE) may also revoke a charter whether or not the SBE is the chartering authority. *EC* Section 47604.5 allows the SBE to take appropriate action, including, but not limited to, revocation of a school's charter when the SBE finds gross financial mismanagement, improper use of charter school funds, or substantial and sustained departure from successful educational practices.

## **Absolute Priority 2. Charter School Oversight**

### **Contractual Charter Petition**

California statute and regulations clearly outline the process for approval, oversight, reauthorization, and revocation of a charter school. *EC* Section 47605 articulates the requirements and process for submitting a charter school petition and describes the required content of a charter petition. A charter petition must contain 16 specific elements that describe virtually all aspects of a school's operations, including descriptions of the educational program, goals and outcomes for pupil achievement and how they will be measured, staff qualifications, school governance, health and safety plans, the means by which the school will achieve racial and ethnic balance among students, and admission requirements. A charter petition must describe audit procedures, expulsion policies, dispute resolution, employee rights, and closure policies. An approved petition is a legally binding contract by which the school is monitored and held accountable. A charter may be revoked for failing to pursue or achieve the outcomes articulated in its charter, or for any violation of the terms in a charter petition. The law allows a charter school and its authorizer to enter into separate

agreements for administrative and other services not specifically related to charter oversight. A memorandum of understanding may be drafted to establish financial services, facility agreements, or special education service agreements. These memorandum of understanding are binding contracts. If a charter school wants to make a substantive change to its petition, a material revision of the charter petition is required and must be approved by the authorizer prior to implementing the change.

### **Annual Charter Audits and Oversight**

California *EC* Section 47604.32 articulates the ongoing responsibilities of oversight by the authorizing agency. At a minimum, these responsibilities include an annual site visit, compliance with quarterly fiscal reports, and monitoring the fiscal condition of a charter school. *EC* Section 47604.33 provides dates for each fiscal report to be submitted. The authorizer is responsible for evaluating a charter petition and performance for renewal at least every five years.

As per *EC* sections 47604.33 and 47606.5, a charter school also must complete and submit to its authorizing agency and the county superintendent of schools, an annual update to its goals and annual actions to achieve goals identified in the school's charter petition and state defined priorities. Charter goals must be aligned with the local control accountability plan (LCAP) and ensure the charter school is addressing specific state performance priorities such as academic achievement and school climate.

Charter schools must submit an annual independent financial audit to their authorizers and the state. Audits must be conducted by an independent audit firm that is registered with the California State Controller, in accordance with Generally Accepted

Auditing Standards, and by procedures adopted by the Education Audit Appeals Panel in the Annual Education Audit Guide.

### **Increased Student Achievement as Renewal/Revocation Criteria**

*EC* Section 47607 demonstrates that California exceeds the federal requirement for authorizing agencies to consider academic achievement when renewing or revoking a charter. Pupil academic achievement for all groups of pupils served by the charter school must be considered as the most important factor in determining whether to grant a charter renewal. The law applies similar language to ensure academic achievement and subgroup growth is the most important factor in a revocation decision as well. A school that fails to meet subgroup growth targets may be referred for intervention, but if it still does not improve, the charter may be revoked.

### **Competitive Preference Priority 1. High-Quality Authorizing and Monitoring Processes**

#### **Clear Criteria for Evaluating Charter Applications**

California supports the development of high-quality charter schools throughout the state; statute provides the framework and *California Code of Regulations*, Title 5 (5 *CCR*) provides processes for performance evaluations. Authorizing agencies are required to review charter petitions using the stringent criteria outlined in *EC* Section 47605, and grant those charters that are consistent with sound educational practice. This statute provides specific criteria that all charter petitions must meet to be approved including descriptions of the educational program, goals and outcomes for pupil achievement and how they will be measured, staff qualifications, school governance, health and safety plans, the means by which the school will achieve racial and ethnic

balance among students, and admission requirements. A charter may be denied by an authorizing agency if it finds a charter petition does not present a sound educational program, the petitioners are not likely to succeed, or if the contents of a charter petition are not reasonably comprehensive. These criteria ensure that only high-quality charters are approved by chartering authorities and provide the legal basis by which low-quality charter petitions may be denied.

A charter petition must also describe the annual goals and specific actions to achieve these goals for all students and for each subgroup of students, to be achieved in the state priorities. California's state priorities are defined in *EC* Section 52060, and include student outcomes such as test scores and graduation rates, conditions of learning, such as teacher qualifications, the adequacy of facilities and instructional materials, and engagement metrics such as attendance rates, suspension rates, and parental involvement levels. Progress toward goals and specific actions in a charter petition must be reported annually. This ensures that authorizers are provided with performance measures and proof that the charter school is fulfilling the rigorous performance expectations articulated by the petitioner. The annual review ties together the details of operational performance with the fiscal management and ensures equitable support and allocation of resources for all students and each subgroup of students by specifically linking resources to proposed achievements.

An authorizing agency must also evaluate the quality of a charter petition through elements that identify the measurable pupil outcomes (MPOs) and provide for a description of the method by which students' progress will be measured. Statute requires that the student outcomes address increases in student academic achievement

both school wide and for all subgroups of students. Statute allows a charter petition to identify MPOs that meet a local need in addition to those required by state priorities. A charter school is held accountable to meet or exceed all goals identified in a charter petition and to adhere to each element in an approved charter petition, including the operation and fiscal components. A charter may be revoked or recommended for corrective action at any time, or denied renewal, for failure to meet any of the outcomes, terms, and conditions of a charter petition.

### **Multi-tiered Review Process**

California *EC* Section 47605(j)(1) identifies the three tiers of authorizing entities in California that may approve initial charter petitions. School districts are the primary authorizers in the state, however, county boards of education and the SBE may also grant first approval in specified circumstances. By law, chartering authorities cannot deny a petition for the establishment of a charter school unless it makes written factual findings, as identified in *EC* sections 47605(b)(1) through (5).

County boards of education have the authority under *EC* sections 47605.5 and 47605.6 to approve charter petitions that serve specific populations (e.g., adjudicated, pregnant/parenting, and other high-need youth) and/or meet unique countywide needs. These charter petitions are submitted directly to a county board of education. The SBE has the authority to authorize a statewide benefit charter petition pursuant to *EC* Section 47605.8 to provide instructional services that cannot be provided by a charter school operating in only one school district or county. Statewide benefit charter schools adhere to all charter laws with the exception of geographic limitations.

California also has a multi-tiered appeal process. If a charter petition is denied by a local school district, California law provides a clear appeal process through a County Office of Education (COE). If denied by a county board of education, a school may appeal to the SBE. A county board of education and the SBE may consider the circumstances of a local denial in its deliberation, but each appellant body makes an independent assessment of the charter petition. If approved, either a county board of education or the SBE becomes the authorizing agency with oversight responsibilities.

The process of submitting a charter petition to an authorizing agency is also multi-tiered. As per *EC* Section 47605, this process includes requiring the petitioners to obtain evidence of community support through parent or teacher petition signatures after the opportunity is provided to review a charter petition. Once a charter petition, signatures, and assurances have been submitted, an authorizing agency may request addendums or amendments to ensure a charter petition will become a high-quality charter school. In the second tier of the review, a mandatory public hearing is held to establish community interest for the charter school. Authorizing entities conduct various levels of interviews to establish a petitioner's capacity to deliver a high-quality charter school for the community. After the public hearing, in the third tier, an authorizing agency must approve a charter petition or deny a charter petition with written factual findings within five specific areas in statute pursuant to *EC* Section 47605(b).

Once an authorizing agency has approved a charter petition, the petitioners must complete a series of applications for CDE establishing a charter school as an entity. Each application must be reviewed and signed by an authorizing agency certifying adherence to applicable laws. An authorizing agency will verify initial enrollment

information prior to a new charter school's receipt of any advance apportionment funding and may also have conditions that must be met prior to opening, such as a pre-operating facility inspection that must be satisfied prior to the charter school's opening.

### **Differentiated Petition Review**

If a petitioner has an established record of operating a high quality charter school, the authorizing agency may elect to differentiate the review process for approval of their charter petition. An authorizer may establish differentiated processes as deemed appropriate. *EC* Section 47605 requires an authorizing agency to consider the likelihood of a petitioner's success when reviewing a charter for approval. 5 *CCR* Section 11966.4 allows an authorizing agency to consider past performance, including finances and operations when reviewing a new charter, a replication of a successful model, or the renewal of a charter petition.

### **Standards to Benchmark Performance**

California holds the authorizer accountable for student performance that is measured, benchmarked, and disseminated. California charter schools are expected to "provide vigorous competition within the public school system to stimulate continual improvements in all public schools" under *EC* Section 47601. Therefore, charter school authorizers carefully scrutinize the performance of their portfolios of charter schools and compare their outcomes and performance data against district and state performance data. Charter schools are required to "meet all statewide standards" (*EC* Section 47605(c)), implement all statewide assessments required of all public schools, and are held to the same data reporting requirements as other public schools. Districts are required to make performance data publicly available.

When renewing a charter petition, an authorizer must provide supporting documentation and a narrative summary of the basis for any determination made in its decision to renew. The authorizer must consider if pupil academic achievement for all groups of pupils served by the charter is at least equal to the public school that the pupils would otherwise have attended, and the academic performance of the schools in the school district in which the charter school is located, considering the composition of the pupil population served at the charter school.

California schools, charter and traditional, create an annual report known as the School Accountability Report Card (SARC). The purpose of the SARC is to provide information to the community annually for the purpose of public comparison of a school's student achievement, environment, resources and demographics. All California public schools, including charter schools, must establish annual goals, school wide, by subgroup, relative to the eight state priorities in an annual LCAP. These common goals, combined with a statewide evaluation rubric, allow both authorizers and the general public to evaluate and benchmark the performance of all public schools, including charter schools.

**Competitive Preference Priority 2. One Authorizing Public Chartering Agency Other than a Local Educational Agency (LEA), or an Appeals Process Two Non-District Authorizing Public Agencies**

In addition to school districts, California's charter law allows for two other types of public charter authorizing agencies, including (1) county boards of education and (2) the SBE. Data demonstrates that all three levels are active in California. According to the National Association of Charter School Authorizers (NACSA), approximately 88

percent of charter schools in California are authorized by local school districts.

However, California allows county boards of education and the SBE to approve charter petitions, both as an initial authorizer, and as an appellant body for local denials.

Each of the 58 county boards of education have the authority under *EC* sections 47605.5 and 47605.6 to approve charter petitions that meet unique countywide needs. An approved countywide benefit charter petition need not obtain approval of individual school districts within the county in order to operate.

### **Process for Appeals**

Statute provides a process for appealing any local charter denial. The appeal process includes a public hearing and either a charter petition approval or written factual findings for a denial. California allows two opportunities to appeal a denial or revocation. A charter petition denied by a local school district may appeal the district's decision to the county board of education. If the county also denies the charter petition, a petitioner may make a final appeal to the SBE. Each appellant body makes an independent assessment of the charter petition. If either the county board of education or the SBE approves the charter petition on appeal, then the approving entity becomes the authorizer with oversight and monitoring responsibilities. All three tiers of authorizing agencies have the authority to authorize a high-quality charter school to operate under their oversight.

### **Invitational Priority. Public Reporting of Charter School Demographics**

California collects, analyzes, and makes publicly accessible data that can be disaggregated by student subgroup, and further analyzed to determine charter school performance. The California Longitudinal Pupil Achievement Data System (CALPADS)

has been operational since 2009 and is the foundation of California's K–12 education data system, comprising student demographic, program participation, grade level, enrollment, course enrollment and completion, discipline, and statewide assessment data. The student-level, longitudinal data in CALPADS enables facilitation of program evaluation, assessment of student achievement over time, calculation of more accurate dropout and graduation rates, efficient creation of reports to meet state and federal reporting requirements, and the ability to create ad hoc reports and responses to relevant questions. CALPADS provides local educational agencies (LEAs) with access to longitudinal data and reports on their own students, and it gives LEAs immediate access to information on new students, enabling the LEAs to place students appropriately and to determine whether any assessments are necessary.

In accordance with student data reporting requirements by state law, the district office (or charter school office) maintains and submits student data to CALPADS. All CALPADS data are maintained in compliance with state and federal privacy laws, including the Family Educational Rights and Privacy Act (FERPA).

School performance reports and demographic data are easily accessible on the DataQuest and Ed-Data Web sites. DataQuest is an online data reporting system developed and maintained by the CDE, and Ed-Data is a partnership of the CDE, EdSource and the Fiscal Crisis & Management Assistance Team/California School Information Services (FCMAT/CSIS) designed to offer educators, policymakers, the Legislature, parents, and the public quick access to timely and comprehensive data about K-12 education in California. Links to DataQuest and Ed-Data are made available to the public through the CDE web site.

## **Selection Criteria**

### **Educationally Disadvantaged Students**

California law explicitly states that one of the intents of the Charter Schools Act is to increase learning opportunities for students who are identified as academically low achieving. All charter schools are required to seek and serve students with disabilities and English learners (ELs) pursuant to Federal and state laws. California law also requires an open public lottery for admissions and requires a charter petition to describe how the school will attract a student population reflective of the community it serves. The local control funding formula (LCFF) emphasizes California's priority of increasing or improving services to low income, foster youth and ELs, and provides additional funding to meet this state priority. Services may include, but are not limited to, services associated with the delivery of instruction, administration, facilities, student support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services. LCFF will ensure continuity of purpose and targeted resources beyond the grant period. Each charter school is required to articulate and evaluate academic goals and outcomes by pupil subgroup to assure progress toward closing the achievement gap.

California collects demographic data identifying socioeconomically disadvantaged students, foster youth, homeless, migrant, ELs, and students with disabilities that will enable CSP sub-grant funds to be allocated to new charter schools that align with California's priorities, and supports the intent and the objectives of the CSP grant.

The CSP grant is critical to building operational, organizational, and instructional capacity that is required to sustain a high performing charter school and improve the

academic achievement of educationally disadvantaged students. As part of the 2016–19 CSP sub-grant Request for Applications (RFA), applicants will need to address how the charter school will attract, recruit, admit, enroll, serve, and retain educationally disadvantaged students as part of the “Proposed Strategies for Improving Educational Outcomes” narrative element. Activities described in this narrative element of the RFA must reflect the needs of the authorizing agency’s community. The RFA narrative responses will require that the applicant provide a plan for using CSP funds to retain educationally disadvantaged students and report progress made in the Annual Progress Report (APR) submitted to CDE program staff.

CSP applicants will be required to provide a description of the targeted student population; an education plan that details how student achievement will be measured; goals of professional development and teacher training programs; how data will inform instruction, program evaluation, and instructional strategies that will be used to engage all students; and how formative and summative assessments will be implemented. State law, under *EC* Section 47601 codifies legislative intent that charter schools have the flexibility to design innovative instruction and delivery methods to meet the wide variety of learning modalities and student needs.

CSP funds will support rigorous and innovative instruction designed to meet the needs of educationally disadvantaged students and transform learning opportunities to improve student achievement. This approach to teaching requires highly trained teachers and instructional materials that support innovative instructional models. The external evaluation of California’s 2010–15 CSP grant program conducted by SRI International reports that 59 percent of the total sub-grant awards were budgeted for

books and instructional materials, with 21 percent of grant funds budgeted for services and operations which included staff and teacher professional development to build the capacity of the instructional staff to effectively use the materials. Instructional materials purchased ranged from textbooks and classroom libraries to online instructional programs and resources. The CSP funds were critical to funding innovative teaching models because these types of materials have to be purchased in addition to the standard textbooks. Alternative textbooks and resources are necessary to support instructional practices targeted to increase achievement among educationally disadvantaged students, such as ELs. In the same report, sub-grantees reported using CSP grant funds to purchase technology and software that supported rigorous and innovative instructional models, supported the collection and use of student data to inform and strengthen instruction, and helped teachers build student assessments, all of which are requirements of California's CSP sub-grant application.

All CSP sub-grantees are required to report annually on progress toward achieving the academic goals as described in the CSP grant application. Sub-grantees are required to provide a comprehensive program review at the end of the grant period that summarizes the effectiveness of their implementation activities and how CSP funds were used to support the implementation of the school. CSP sub-grantees are required to submit for approval on grant expenditures and will be eligible for additional CSP funding, after the first year of their grant term, based on the percentage of educationally disadvantaged students that are being served in their charter school.

California expects that by the end of the 2016–19 CSP grant period, a majority of new charter schools in the State will report continuous improvement in closing the

achievement gaps of educationally disadvantaged students. This will be evidenced through the activity and performance measures under the project objective for improving education outcomes. The statutory requirement that charter schools provide an updated LCAP that must include actual annual measurable outcomes and a statement of changes in goals, actions, services, and expenditures to be made as a result of the annual review of past progress, will also track continuous improvement.

Every year, charter schools, along with every public school in California must identify the needs of their enrolled student population, and articulate goals and activities that will close the achievement gaps of the educationally disadvantaged students it serves. These goals and activities must be tied to the expenditure of funds.

## **Vision for Growth and Accountability**

### **Ambitiousness of High-Quality Growth**

California's 2016–19 CSP grant application requests funding to support financial and programmatic assistance for the planning and implementation for up to 150 new charter schools during the three-year grant period. California currently has 1,208 charter schools. Funding up to 150 new charter schools aligns with recent charter school growth in California which has funded approximately 67 percent of new charter schools that opened in the past five years under the CSP grant. A rigorous technical assistance plan will be necessary to support continued growth in the number high quality charter schools that can support an increase in student enrollments. As the past performance of California indicates, the plan for opening up to 150 additional high quality charter schools is feasible and permitted under state law which allows for growth in charter schools.

The objectives of California’s plan to support the continued growth and creation of high-quality charter schools will require collaboration on the part of the CDE grant program staff, charter associations, Alameda County Office of Education’s Charter Authorizers Regional Support Network (CARNet) program, COEs, local communities and charter school developers. California has a geographical challenge in size and diversity that necessitates a technical assistance plan that is as broad and diverse. This will require a collaborative effort among all organizations to create a statewide support network for charter growth and sustainability. CDE program staff, in collaboration with other CDE program offices, will lead activities to increase the quality and quantity of fundable CSP sub-grant applicants by offering technical assistance on topics including, but not limited to: writing effective charter petitions, writing effective grant applications, understanding Special Education requirements, LCAP development, and working with student performance data. Technical assistance on sustainability and continuous educational improvement for educationally disadvantaged students will be targeted in collaboration with other CDE program offices, the California Charter Schools Association (CCSA), and the Charter Schools Development Center. CDE will facilitate training workshops to include, but not limited to, Education leadership development, understanding charter laws, governance and fiscal management, best practices on school discipline and school climate, authorizing and oversight responsibilities, LCAP implementation and updates, implementing the Smarter Balanced Assessment System, and best practices for serving educationally disadvantaged students. Technical assistance will be in the form of in person trainings, workshops, conferences, and webinars and will be timed to correspond to petition submissions, RFA release dates,

and non contracted time for school administrators and teachers to increase participation. The CDE staff will also increase outreach to underserved areas within the state with application assistance through in person workshops and webinars offered statewide. The objective of the technical assistance will be to create communities of charter schools developers to inform and share best practices, provide current and relevant information to assist developers, create networks for charter schools to collaborate with each other, and to increase capacity and sustainability, so new charter schools can become a high quality school of choice for educationally disadvantaged students.

### **Ambitiousness of Closing Poor Performing Schools**

California already has an ambitious plan for ensuring poor performing charter schools do not continue to operate. As outlined in statute, there are multiple levels of support for poor performing charter schools, but at the end of the five-year period, if progress is not evident, statute calls for non-renewal. At any point within the five-year term, statute provides for revocation if necessary. Statute provides the framework for revocation of a charter in *EC* Section 47607(c). This statute specifies that through a showing of substantial evidence, an authorizing agency may revoke a charter for committing a material violation of any of the conditions, standards, or procedures set forth in a charter petition, failing to meet or pursue any of the measurable pupil outcomes identified in a charter petition, failing to meet generally accepted accounting principles, engaging in fiscal mismanagement, or any violation of the law.

The second part of this statute reiterates that increases in academic achievement are the most important factor in determining whether to revoke a charter. *EC* Section

47607(d) and (e) continue with a specific process that must be followed prior to a charter school revocation. The requirements include a Notice of Violation, providing opportunity to remedy, Notice of Revocation, and a public hearing prior to action. Specific details for this process are described in 5 CCR Section 11968.5.2.

Third, charter schools that fail to meet the performance goals specified in the LCAP for three or more years must receive technical assistance from their authorizer and either the authorizer or state officials may refer the school to a state level intervention team.

California statute outlines the process for charter school closure and the disbursement of assets. Data confirms that California's laws and practice encourage the closure of poor performing schools. Between 2010 and 2015, 163 charter schools voluntarily closed, 16 petitions were not renewed by the authorizer, and 8 charter school petitions were reported as being revoked by the authorizer.

## **Past Performance of Charter Schools**

### **Increases in High-Quality Charter Schools**

California currently has more charter schools and the largest number of charter students of all states. Evidence over the past five years indicates the public has never been more supportive of charter schools based on growth in charter school enrollments, waiting list numbers, and polling data. The CDE made significant progress towards meeting the 2010–15 CSP grant project objective to increase the number of high quality charter schools in California. To date, 1,208 charter schools are currently operating in California with another 32 charter schools scheduled to open in the fall of 2016. Of the 645 charter schools that opened in 2010–2016, 430 received CSP funds under the

2010–15 CSP grant, including the 2015–16 awards granted under California’s No Cost Extension period.

The CDE also awarded 16 Dissemination grants to high-performing charter schools to develop and implement best practices to disseminate to charter and non-charter public schools. The Dissemination sub-grantees reported collaborative relationships with over 75 beneficiary schools that were on the receiving end of content expertise, materials, and resources to help develop successful and sustainable practices at their own schools.

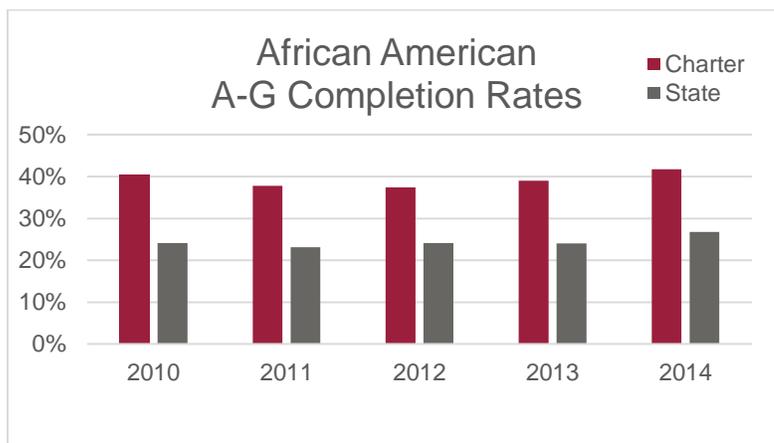
Over the past five years, high quality charter schools have made significant gains in closing achievement gaps, and increasing student academic achievement and attainment for historically disadvantage students including minority, low income, and first-generation college students. The CCSA issued a full report in April, 2016, titled “A Step Up” that reflects the academic gains of high performing charter schools in comparison to traditional public schools in relation to college preparation and admittance. The findings were based on data collected by the CDE and institutes of higher education in California. The findings include that charter schools have a seen a growth in graduation rates in all major subgroups in the past five years as outlined in Table 1. Graduation data is based on schools that are currently three years or older, are not Alternative schools, and have at least 30 valid test takers.

**Table 1. Charter School Graduation Rates**

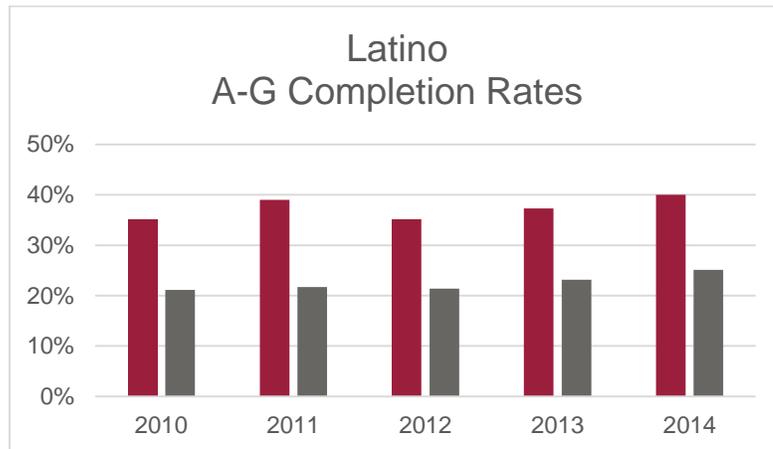
	2010	2011	2012	2013	2014
<b>All</b>	62%	64%	66%	69%	70%
<b>English Learners</b>	53%	56%	55%	59%	61%
<b>Socioeconomically Disadvantaged</b>	60%	61%	64%	67%	68%
<b>Asian</b>	62%	66%	66%	70%	71%
<b>Latino</b>	60%	60%	63%	67%	68%
<b>African American</b>	55%	60%	61%	64%	66%
<b>White</b>	63%	66%	68%	68%	70%

The data also indicates that A-G completion rates have been consistently higher in the Latino and African American subgroups for charter schools when compared to the state. The A-G class requirements are college preparatory classes required in high school in order to be eligible for admission to a University of California, or California State University school. Classes approved as A-G in California are academically challenging, involve substantial reading, writing, problems and laboratory work, and show serious attention to analytical thinking, factual content and developing students' oral and listening skills. Table 2 and Table 3 outlines the A-G completion rates for both groups:

**Table 2. African American A-G Completion Rates**



**Table 3. Latino A-G Completion Rates**



The A-G course completion rates are indicators of higher educational attainment, and the CCSA report indicates charter schools are closing the achievement gap by providing all charter school students access to higher education:

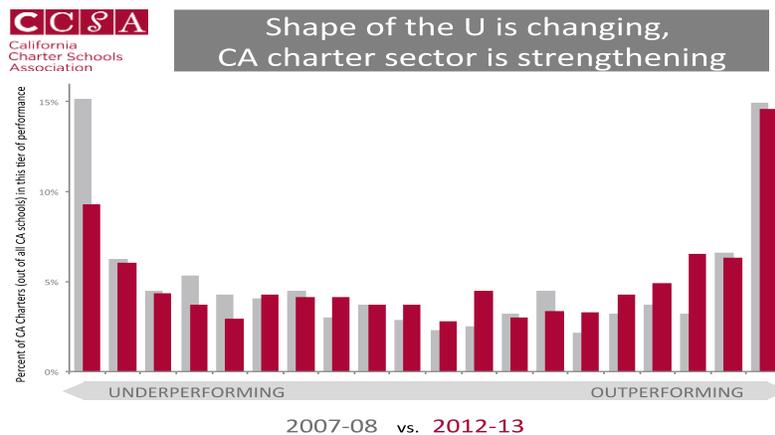
- Charter schools compose only 17 percent of public schools in California with a 12<sup>th</sup> grade, but make up 81 percent of schools where nearly all graduates complete A-G requirements.
- Of the charter students that apply to the University of California system, 69 percent are low income and 60 percent are first generation college students.
- 20 percent of charter graduates are accepted into University of California schools where only 14 percent of graduates are accepted from traditional public schools in California.
- Of all African-American and Latino charter school graduates, 19 percent are accepted to University of California Schools, nearly twice that of traditional public school students at 11 percent.

- The average charter school sends 7 percent of its graduates to a UC (vs 5 percent for traditional public schools) and 9 percent% of its graduates to a California State University school.

The CCSA report attributes the success of charter schools in helping disadvantaged student gain higher educational attainment to the flexibility and autonomy charter schools have to provide rigorous and innovative interventions, to develop and adapt college prep delivery models for the students that they serve, and to create a “college-going culture” in the school (2016).

### Closure of Underperforming Charter Schools

California's charter school sector is going through a period of great academic strengthening. The CCSA released a publication titled “Portrait of the Movement,” demonstrating California has reduced the percentage of underperforming schools while increasing the percentage of high performing charter schools.



In 2007–08, California charter schools were more likely to be at the far ends of the performance spectrum, which represents a gray U-shape on the graph. Five years later, that picture changed substantially, and is statistically significant, for the better. Over the past five years, California has essentially held constant the percent of schools

performing in the top tenth, reduced by nearly one-third the percent of schools performing in the bottom tenth, and has seen improvement throughout the distribution in performance.

Nearly 40,000 students attend charter schools in the top 5 percent of all schools statewide. When looking at the five year change over time, while the number of charter students has almost doubled, the percentage of students in the bottom quartile of schools has been reduced by nearly twenty percent. Moreover, the number of students attending schools in the top tenth of schools has increased by over 16 percent.

California is approaching the point where twice as many charter school students attend schools performing in the top quartile, 37.1 percent, as the bottom quartile, 20.7 percent. This kind of progress represents a shift of approximately 50,000 students from the bottom quartile to the top quartile over the past five years.

Between 2010 and 2015, 187 charter schools closed. This is the annual breakdown of charter school closures: 1 in 2010; 30 in 2011, 29 in 2012; 47 in 2013; 43 in 2014; and 38 in 2015. CCSA uses state level data to rank charter school performance. CCSA analysis shows that between 2008 and 2013, 25% of the closed charter schools ranked in the bottom 5<sup>th</sup> percentile; 70% of the closed charter school were in the bottom 50<sup>th</sup> percentile.

## **Project Design**

California will post the 2016–19 Planning and Implementation (P/I) RFA and announce the CSP grant opportunities upon confirmation of its CSP award. California will ensure the widest range of potential charter school developers are aware that federal funds are available to assist in the planning and initial implementation of a

charter school and ensure that funds will be made available on an equitable and fair basis as described in California's grant application. Encompassing the requirements of Section 427 of the ED General Education Provisions Act, California will use a variety of venues to announce the availability of CSP sub-grant funds to parents, teachers, and communities throughout California. California will continue to use press releases by the State Superintendent of Public Instruction (SSPI), posts to the CDE Web site homepage and funding page, and notices to our charter support partners. The CDE will also notify the Parent Teacher Association of available CSP funding opportunities.

The CDE will provide a link to access the P/I RFA which contains relevant information about eligibility for sub-grant funding, levels of funding, federal goals, state objectives, requirements, important application dates, and available technical assistance. The P/I RFA will be available in the fall of each award year, and can be downloaded from the CDE Web site by any interested party to be submitted by the posted due date. A second RFA may be posted in the spring contingent on the availability of funds. The peer review process will conclude within 30 days from the due date of the applications. Peer review results are communicated to the applicants within 14 days from the conclusion of the peer review process.

In California, charter developers may submit a charter petition for approval to authorizing entities throughout the year. To accommodate the flexible year-round authorization process, CDE will allow CSP sub-grant applicants to submit applications on a competitive basis by the posted RFA due date, but will hold the Grant Award Notification (GAN) letters until the applicant provides CDE with an approved charter petition from an authorizing agency.

The application screening process is outlined in detail in the RFA and includes reviewing an application against a checklist of eligibility factors. This review by CDE program staff ensures that a school has non-profit status, is highly autonomous, meets the federal definition of a charter school, includes the public random lottery description that meets state and federal standards, provides a complete application, and all other RFA requirements are met in preparation for the peer review process.

The second phase of the grant approval process is Peer Review. External peer reviewers are recruited from charter school developers, governing board members, operators, and authorizers. Reviewers are required to recuse themselves from the evaluation of any application for which they have a perceived or real conflict of interest.

California implemented a comprehensive peer review process using a standard scoring rubric approved by the SBE in 2012 to ensure that although a high number of applicants will apply for CSP startup funds, only new schools with sound financial plans, rigorous education programs, and long term plans for continuous improvement will receive funding.

Each application will be reviewed by two outside peer reviewers, and scored on a scale of 1 to 4, one being “Inadequate” and 4 being “Advanced”. Any application that receives a 1 in any narrative element will not be eligible for CSP funds because all elements of the application are necessary for a quality school. The scores from both peer reviewers are combined to equal one score. All applications are ranked from high score to low, and a cut score will be implemented to ensure only highest quality applications are funded. CDE will continue to offer technical assistance to charter school developers to increase the number of quality applications, leading to a higher

number of new schools being awarded CSP funds, without compromising the rigorous peer review process.

All applications that pass peer review are scrutinized during the budget review process to ensure expenditures are allowable, allocable, and reasonable. Revisions will be requested from the applicant until the budget and expenditures can be approved by CDE program staff. Once the applicant has an approved budget on file with CDE, the GAN will be processed. An initial payment to the applicant school will follow the GAN in approximately 6-10 weeks.

The CSP Dissemination RFA will be posted to the CDE website no later than winter of 2017 to fund up to 10 Dissemination grants that will be awarded for up to 24 months. Communication will also reach the field via press releases by the SSPI, posts to the CDE Web site homepage and funding page, charter support partners, and district offices. Charter schools currently in operation for more than three years will be encouraged to apply via a CDE list serv message, and will receive a “save the date” notification in the fall of 2017 of availability of funds.

The process for evaluating the Dissemination RFA applications is the same as the P/I applications, including an outside peer review, scoring process, and timelines, however, the scoring rubric for Dissemination grants is based on a rigorous three-point scale where a “1” in any area disqualifies the application. The rubric requires a description of a quality project, rationale for the project, beneficiaries of the project, statewide dissemination activities, and a description of the program evaluation completed after the grant ends. To maximize statewide dissemination that supports the

objectives of the CSP grant and the eight state priorities, the sub-grant RFA will also offer priority points for projects based on the following:

- Demonstrated best practices related to student discipline and school climate
- Demonstrated successful education leadership development and practices
- Successful models for college and career readiness
- Geographic distribution of dissemination activities that include underserved areas

The peer review score will be added to the priority points for one total score. All dissemination applications will be ranked highest to lowest in the event there are insufficient funds for all applicants that submit a viable plan to disseminate best practices. The CDE will take into consideration geographical diversity when awarding Dissemination grants to ensure statewide distribution of best practices.

### **Year-by-Year Estimate**

California's 2016–19 CSP grant application requests funding for the ability to provide financial and programmatic assistance for the planning and implementation of up to 150 charter schools, and up to 10 charter schools to disseminate best and promising practices, during the three-year grant period. At this funding level, California anticipates being able to provide startup funds to approximately 65 percent of charter schools that receive charter petition approval which closely aligns to past performance. This estimate is based on historical data that demonstrates the number of charter petitions that are reasonably expected to be approved during the 2016–19 grant cycle. All autonomous, non-profit charters schools that receive an approved charter petition will be eligible to apply for CSP funds. Table 4, below, identifies the estimated number of new charter schools for funding.

**Table 4. Estimated Number of Charter Schools to be Funded in 2016–19**

<b>Project Year 1 2016–17</b>	<b>Project Year 2 2017–18</b>	<b>Project Year 3 2018–19</b>
Up to 50 new P/I sub-grants	Up to 50 new P/I sub-grants Up to \$2 Million for Dissemination sub-grants	Up to 50 new P/I sub-grants
<b>\$21,575,000</b>	<b>\$23,575,000</b>	<b>\$21,575,000</b>

**Eligible Applicants from Previous CSP Grants**

In 2010, California was awarded approximately \$290 million in CSP funds for five years to award Planning and Implementation grants, as well as up to 20 Dissemination grants. Table 5 identifies the number of new charter schools that were funded during the 2010–15 CSP grant cycle, minus the continuous sub-grantees from the 2007–10 CSP grant cycle. The 2015–16 FY was funded under California’s NCE period. The implementation of a rigorous scoring rubric and peer review process in 2012 had a measurable impact on the number of applications that received funding in relation to the number of schools that applied. The overall quality of applications that were funded is evident through comparison in the closure rates of sub-grantees and non sub-grantees. Only 4 percent of 2010–15 CSP sub-grantees experienced a school closure, compared to 14 percent of newly opened non sub-grantee recipients. The funded sub-grantees had a viable capacity and sustainability plan as one of the requirements of California’s RFA. Although high numbers of new schools submitted applications for CSP funds, only the charter school applicants that were autonomous, passed the eligibility screening, passed the peer review and were granted an approved charter petition were funded.

**Table 5: Number of New Charter Schools Funded in 2010–15**

<b>Fiscal Year</b>	<b>Number of Charter Schools that Applied</b>	<b>Number of Charter Schools Funded</b>	<b>Percentage of Charter Schools Funded</b>
2010–11	42	30	71 percent
2011–12	65	63	97 percent
2012–13	115	64	56 percent
2013–14	167	67	40 percent
2014–15	141	55	39 percent
2015-16	133	44	33 percent

## **Funding Structure**

To develop a fair and equitable funding structure for California’s 2016–19 CSP grant, the CDE met with stakeholders to establish the sub-grant funding levels needed to support the development of up to 150 new charter schools over the next three years. A sub-grant award structure was developed offering higher award amounts to applicants serving educationally disadvantaged students. A copy of the funding model can be found in Appendix E.

The funding structure requires that a school reach an enrollment of 50 or more students within the first academic year that the school is open to qualify for P/I sub-grant funds. This enrollment level was determined to be the threshold level needed to sustain operations when the P/I sub-grant ends. Sub-grantees that fail to meet this requirement will not be eligible for additional CSP funds, and the grants may be terminated prior to the end date on the Grant Award Notification.

The funding structure will allow CDE to issue base awards to each sub-grantee corresponding to the overall passing score of the CSP sub-grant application as determined in the peer review process. Base awards will be \$475,000, with the opportunity to request up to \$575,000 based on the number of educationally disadvantaged students. Virtual or Online charter schools, as defined by *EC* Section 11963.5, as providing at least 80 percent of teaching and student interaction via the internet, will have a maximum award of \$175,000. Applicants will be ranked from highest to lowest score in the event there are insufficient funds available for all applicants that pass peer review. Funding above the base award of \$475,000, not to exceed \$575,000, may be awarded after the first year of operation based on the consideration of the following factors:

- Enrollment percentage of educationally disadvantaged students as verified on CALPADS certified for each school
- Total enrollment of the school
- The charter school has met all program accountability and monitoring criteria as outlined in the RFA
- Availability of funds

The CDE anticipates that the majority of CSP sub-grantees will request and qualify for the additional funding after the first year of operation. The CDE also assumes the majority of grant applicants will be classroom-based; therefore, in the budget calculations, virtual or online charter schools make up less than ten percent of applicants.

The CDE will award up to ten dissemination grants for amounts up to \$200,000 for a term not to exceed 24 months. Dissemination applicants will also be ranked from highest to lowest score in the event there are insufficient funds available for all applicants that pass peer review.

### **The Process for Monitoring Sub-grantees**

CDE will maintain contact with each CSP sub-grantee to ensure progress is made toward sub-grant benchmarks, accountability, and reporting requirements. CDE program staff review and approve sub-grantee's budgets and expense reports, tracking alignment to the application, for each funded charter school. Due to the size and the number of sub-grantees, California is divided into six regions to streamline the monitoring capabilities and provide personalized assistance to each funded charter school. During the 2010–15 CSP grant cycle, CDE developed and implemented a monitoring risk criteria and a standardized monitoring instrument for P/I sub-grant site visits and desk reviews. Each sub-grantee is measured against standard risk criteria. Sub-grantees that meet at least three of the ten risk criteria are identified for either a site visit or a desk review based on the risk identified.

On the standardized site-monitoring instrument that CDE uses, there are 12 indicators the school must meet to be considered in compliance on the site-monitoring visit. Failure to pass any of the 12 indicators will result in a Corrective Action Plan (CAP), shared with the authorizing agency, which outlines the criteria and timeline for the corrective actions to be submitted to the CDE. Failure to demonstrate progress towards corrections may result in the cancellation of the grant, and the return of

misused or unspent funds. All site visits and desk reviews will be completed after the first year of implementation, or within one year after the end date of the grant.

As part of the grant award process, CDE staff will work with the school to ensure CSP grant expenditures are in alignment with the program goals and requirements. CDE staff require sub-grantees to allocate CSP funds towards staff training in areas including, but not limited to, governance and fiscal management, leadership training, and professional development training for teachers on effectively identifying and implementing strategies to improve educational outcomes for educationally disadvantaged students. Meeting these requirements will be accessed and reported annually in the performance measures.

Dissemination sub-grantees are subject to all the same quarterly and annual reports, and to school site monitoring visits or desk reviews similar to the P/I sub-grantees. The Dissemination site monitoring visit instrument has 10 indicators the school must meet to be considered in compliance and the failure to pass any of the 10 indicators will result in a CAP. Failure to demonstrate progress towards corrections may result in the cancellation of the grant, and the return of misused or unspent funds. In addition, Dissemination sub-grantees are required to provide evidence of at least one public presentation each year of the grant and post best practice to My Digital Chalkboard, a web-based community of best practices developed by California.

CDE also provides ongoing technical assistance for all sub-grantees by phone, e-mail, in-person workshops, and webinars to ensure fidelity to the program goals, and to ensure all accountability and reporting requirements are met.

### **Dissemination of Information and Best Practices**

## **State Leadership in Dissemination**

State Administrative funds designated for outreach activities will focus on charter development, replication of successful practices, and building a statewide network of support for authorizing agencies. In collaboration with COEs, charter organizations, and CDE program staff, California will host and/or facilitate technical assistance workshops to assist charter developers draft high-quality CSP sub-grant applications, assist authorizers with dissemination of best practices for approval processes and oversight responsibilities, and strategies to sustain high-quality charter schools. Technical assistance workshops will also include topics that support the state level strategy, including, but not limited to, best practices for serving educationally disadvantaged students including, special education and ELs, LCAP implementation and updates, California Assessment of Student Progress and Performance (CAASPP) System (state mandated testing), student discipline and school climate, and education leadership training.

Technical assistance will be offered throughout the state for CSP sub-grant applicants and awardees that will include rigorous and sustainable education plans for addressing the needs of educationally disadvantaged students. CDE program staff technical assistance will include webinars and in-person training workshops, post peer review next steps processes, and detailed instructions for meeting all accountability and reporting requirements of the 2016–19 CSP grant.

California has identified school climate as one of the eight key indicators that contributes to the educational outcome for educationally disadvantaged students. *EC* Section 52060(d)(6) identifies school climate as one of the state priorities that is

reviewed annually in the LCAP for progress by a charter school community. California continuously updates training materials and guidance easily accessible on the CDE website to assist schools in developing and updating the LCAP goals. Because school climate is a high priority for the state, as well as the U.S. Department of Education (USDOE), California will emphasize this as a priority in dissemination grants to ensure best practices are identified, documented, and shared broadly. California will promote dissemination of best practices for improving school climate and discipline practices through priority points built into the Dissemination sub-grant RFA. Funded applicants awarded priority points will be required to present their best practice findings and project deliverables at a minimum, two times during the term of the grant to charter school teachers and operators, district and county offices, parent organizations and/or charter school developers. CDE will support the dissemination efforts by inviting presentations to regional and statewide trainings. Funded applicants will also be required to post project deliverables to My Digital Chalkboard for free statewide access.

During the 2010–15 CSP grant cycle, California developed a Web-based community of best practices called My Digital Chalkboard, which will be utilized for disseminating best practices through the 2016–19 CSP grant cycle. My Digital Chalkboard is an online education tool that features teaching resources, professional development opportunities, and provides a collaborative forum with an online community of teaching professionals. My Digital Chalkboard portal provides a robust platform for sharing of products and materials, and it provides specific support to charter authorizers, charter developers, and charter communities to implement best and promising practices.

California will also collaborate with Alameda County Office of Education's CARSNet Program to support dissemination of best practices specific to small authorizing agencies. The work of this project is funded through the Charter School Program National Leadership Activities grant to improve the quality of practice of small charter school authorizers and increase charter school accountability. In addition, California will work with the recently-established professional association, California Charter Authorizing Professionals (CCAP) to connect with staff members of authorizing agencies throughout the state. CCAP was formed with the support of the National Association of Charter School Authorizers and is committed to improving the quality of charter school authorizing in the state.

In addition to Web-based distribution of best practices, California will disseminate best and promising practices to authorizing agencies, charter schools, non-charter public schools, and charter school developers through the following activities:

- Extended regional in-person trainings and broadcast of TA Webinars on a variety of topics made publically available on the CDE Web site.
- Participation by California's representatives on the CARSNet Program Advisory Board Team in regional in-person trainings for authorizers to help ensure that resources are transparent, flexible, and replicable.
- Provision of information/data to charter associations and research firms for analysis of efficacy and impact of dissemination activities.
- Facilitation of presentations by COEs and charter school associations emphasizing best and promising practices to address student safety, discipline and school climate challenges at statewide conferences.

- Collaboration across CDE Divisions for data and best practices specific to academic performance of students, school culture, discipline, special education, English language development, and successful strategies that meet the needs of California’s racial and ethnic diverse student populations.
- Award of up to ten CSP Dissemination grants to charter schools that will be required to disseminate best and promising practices statewide at least twice during the grant, measuring participant satisfaction at the conclusion, and through postings and group discussions on the My Digital Chalkboard web portal throughout the term of their grant.

California will measure and report the impact of these activities through quarterly and annual data collection which includes, but is not limited to, an increase in awareness and knowledge of charter school best practices, a year-to-year increase of funded charter schools and high levels of satisfaction with technical assistance as reported on participant surveys. With TA targeting the quality of charter petitions and authorizing practices, there will be a positive impact on the amount and quality of resources available to stakeholders to increase the quality of charter petitions, consequently, increasing the number of petitions approved. This will increase the number of high quality charter schools that can offer more school choices to an increasing number of students wishing to enroll in charter schools.

**Oversight of Authorized Public Chartering Agencies**

**Oversight and Accountability of Authorizing Agencies**

California has processes in place to monitor, evaluate, assist, and hold accountable authorizing agencies across the state in several ways. Communication

between the CDE and the public, charter school administrators, teachers, and directly with authorizing agencies helps to inform CDE and the SBE of issues requiring attention or monitoring.

A county superintendent of schools has the authority to monitor and investigate charter schools within the county based on written complaints by parents/guardians or other information that justifies an investigation. The authority of a county superintendent, per *EC* Section 47604.4, provides an additional level of accountability for authorizing agencies. As described in the Absolute Priority 1, the SBE has the authority to revoke a charter school regardless of the entity that authorized the school which provides accountability against an authorizer that may be reluctant to close a failing charter school.

California's appeal process for locally denied charters at both the county and state level holds authorizing agencies accountable. The SBE and CDE are actively involved in the appeal process where actions to deny either an initial approval or renewal by a local and/or county authorizing agency are reviewed. The CDE evaluates and recommends an action to be taken by the SBE. In this process, local authorizing agencies have the opportunity to justify actions and their input is taken into consideration, but the SBE makes an independent decision on an appeal. The SBE has the authority to authorize a charter school presented through the appeal process for either initial charter approval, or a non-renewal, brought forth on appeal. This process allows California to hold authorizing agencies accountable for the decisions made at the local level, as authorizers know an unjustified denial may be overturned.

### **Charter Petitions Exhibiting Evidence-Based Models**

California has held constant the intent behind the Charter Schools Act of 1992. Charter schools are intended to increase learning opportunities for pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving. Further intent is stated to encourage the use of rigorous and innovative teaching models, expanding choices in the types of educational instruction, and to provide vigorous competition within the public school system to stimulate continual improvements in all public schools. An authorizer must ensure that a charter petition provides a comprehensive description of its educational program model and must address in that description how they will incorporate the California curriculum standards, how they will serve ELs, Special Education students, low achieving students, high achieving students, and how the education program plans to serve and support diverse learners. The educational program model must also include an evidence based plan for intensive intervention for students performing two or more years below grade level based on multiple measures, and a description of how they will address school climate and discipline through an evidence based model such as restorative justice, building effective school models, and positive behavioral interventions and support (PBIS). The CDE provides all schools in California with resources on how to incorporate evidence based program models that align to the eight state priorities into their school model. All charter school petitions must meet the same state standards regardless of the instructional model designated, and all the academic requirements must happen within the school day. These provisions provide assurance that authorizers make decisions that result in high quality charter schools because a charter petition that does not describe a sound education program will be denied.

## **Measurable Performance Expectations**

California has established measurable academic and operational performance expectations for all charter schools through the requirement in the petition to identify the MPOs and the means by which each will be measured. These goals and outcome measures must be disaggregated by pupil subgroup and align with state performance priorities. Charter schools may also elect to establish MPOs in addition to addressing the required state priorities. This autonomy allows a charter school to demonstrate growth for rigorous and targeted programs that may not necessarily be captured through high stakes test scores or the state metrics. Progress toward charter outcomes are evaluated and updated annually through the submission of the LCAP, using the LCAP and Annual Update template adopted by the SBE, as stated in 5 CCR Section 15497.5. There are no waivers or exemptions to this requirement. A charter that fails to meet its goals, as specified, may be referred for state assistance or revocation.

## **Annual Reporting**

Public information about the demographics and performance of a charter school is available on an annual basis. All charter schools are required to report to the state and the data is made available to the public on the CDE website. The primary source of this information is the required annual update and evaluation of the LCAP which is provided to the authorizer. This document reports progress on the specific goals and outcomes articulated in the charter petition through a public process which involves community input. The LCAP annual update must include actual annual measurable outcomes; estimated actual annual expenditures; and a statement of changes in goals,

actions, services, and expenditures to be made as a result of the annual review of past progress.

California also requires charter schools to produce and publish an annual School Accountability Report Card which provides performance data to the public. The CDE posts standardized test data annually for the state's charter schools on the department's website. Charter schools must have an annual independent audit in accordance with Generally Accepted Accounting Principles (GAAP), following the State's K-12 Audit Guide. The audit must be submitted to the authorizer, the county superintendent, and the state. California will also have a new accountability system that will provide publicly available annual reports. The system will likely be fully operational during the grant period. The law addresses how charter schools are to be evaluated in the interim. Other reports, such as an authorizer's monitoring reports are also public documents.

### **Autonomy**

California statute demonstrates the intent for charter schools to have complete autonomy with regard to educational programs, budgets, expenditures, staffing, and curriculum choice. *EC* Section 47601 states, "It is the intent of the Legislature ... to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure..." In addition, *EC* Section 47605(a)(2) provides that any one or more persons seeking to establish a charter school may circulate a petition to start a charter school. Charter schools are exempt from virtually all laws that govern school districts except some safety laws and the state accountability and testing system. Otherwise,

they are held accountable to the terms and provisions of their charter. The law establishes specific criteria for renewal and revocation of charter schools that violate the law, the terms of their charter, or failure to meet academic targets.

Although school districts and COEs are permitted to develop charter schools, the CSP sub-grant application will require that only highly autonomous charter schools with non-profit status will receive CSP funds. While autonomy is high for California charter schools, they are also held to high accountability standards and oversight to ensure school quality.

### **Seeking and Approving Charter Petitions**

Local authorizing agencies are required to follow statute as previously described when approving a charter school for operation. The law states that in reviewing charter petitions “the chartering authority shall be guided by the intent of the legislature that charter schools are and should become an integral part of the educational system and that the establishment of charter schools should be encouraged”. This statute requires a comprehensive description of 16 elements to be considered a high-quality charter school. The charter petition elements include a description of the educational program, the annual goals for all students and subgroup of students aligned to state priorities, specific annual actions to achieve these goals, identification of MPOs, the method by which student progress is to be measured, the governance structure, audit procedures, employee rights and qualifications, health and safety procedures, admissions and lottery process, discipline policies, closure procedures, and dispute resolution process. An authorizer may deny a charter petition if it finds an educational program is unsound, a charter petition is not reasonably comprehensive, or the petitioners are not likely to

succeed in implementing the program. A charter school developer that meets these criteria would likely receive local approval to open a high-quality charter school, or be approved on appeal.

### **Annual Monitoring**

The oversight responsibilities in statute, as described in Absolute Priority 1, Periodic Review and Evaluation, provide evidence that California requires authorizing agencies to annually monitor a charter school's LCAP progress and fiscal condition. Charters must submit an annual independent fiscal audit to their authorizer. Authorizers must also perform an annual site visit to their charter schools. Annual monitoring is necessary because an authorizer may intervene at any time to require corrective action of serious deficiencies up to and including revocation of a charter school. Authorizers also provide in-depth review to ensure program fidelity, fiscal responsibility, increased academic progress, and compliance at least once every five years when a charter is renewed. Statute established minimum academic criteria for renewal and requires that the most important factor when considering renewal or revocation of a charter school is increases in student academic achievement for all groups of pupils served by the charter school.

### **Clear Criteria for Renewal and Revocation**

California statute also provides the renewal framework and process for charter schools deemed to be high-quality. Even though the assessment and accountability is changing, California has passed statute for the interim period that specifies accountability criteria that must be achieved for a charter school to meet the renewal threshold. The MPOs identified in a charter petition are the renewal criteria authorizing

agencies use to verify increases in student academic achievement of students school wide and among significant subgroups. The law requires a charter petition's goals, outcomes, and metrics be aligned with defined state priorities to ensure appropriate rigor. Through these criteria, a charter school must demonstrate fidelity to the terms of the charter.

An authorizing agency shall consider increases in pupil academic achievement for all groups of pupils served by a charter school, as defined in statute, to be the most important factor in determining whether to grant a charter renewal. Statute provides the framework for revocation of a charter in *EC* Section 47607(c). This statute specifies that through a showing of substantial evidence, an authorizing agency may revoke a charter for committing a material violation of any of the conditions, standards, or procedures set forth in a charter petition, failing to meet or pursue any of the MPOs identified in a charter petition, failing to meet GAAP, engaging in fiscal mismanagement, or any violation of the law.

The second part of this statute reiterates that the most important factor in determining whether to revoke a charter is to consider increases in academic achievement for all groups of students. *EC* sections 47607(d) and (e) continue with a specific process that must be followed prior to a charter school revocation. The requirements include a Notice of Violation, providing opportunity to remedy, a Notice of Revocation, and a public hearing prior to action. Specific details for this process are described in 5 *CCR* Section 11968.5.2.

As described in Absolute Priority 1, California *EC* Section 47604.5 also authorizes the SBE to revoke a charter whether or not it is the authority that granted the

charter under specified conditions including gross fiscal mismanagement or sustained departure from successful academic processes. Additionally, a charter school may be referred to the California Collaborative for Educational Excellence (CCEE) for assistance if it fails to improve outcomes for three or more student subgroups, in one or more state or school priorities, in three out of four consecutive school years. An authorizing entity is required to consider revocation for any charter school provided advice and assistance by CCEE if the charter school failed, or is unable, to implement CCEE's recommendations or if performance concerns of the charter school are so persistent or so acute as to require revocation of the charter.

### **Continued Accountability**

California's approach to transitioning the state assessments and accountability system is to implement one change at a time, over time, with overlapping activities that began in 2010 when California developed the Common Core State Standards (CCSS). CCSS established consistent and clear standards for English language arts and mathematics designed to prepare students for success in college, career and the competitive global economy. The CCSS, which were adopted by the SBE in 2010, are the foundation for the transition to a new way of assessing and measuring the academic progress of California students. The transition to the new state testing system began in 2012. Activities included small scale trials, pilot testing, and field testing which led up to full implementation of the Smarter Balanced Assessment System in 2015. The LCAPs were required beginning in 2014 under *EC* Section 52060 and were required to be for a period of three years with annual updates due every July. A copy of the LCAP template can be found in Appendix E. All charter schools are required to continue administering

and reporting statewide assessments as required by *EC* Section 52060 through the transition and until full implementation of the new statewide student assessment system is complete. The SSPI also introduced the career readiness initiative in 2012 which included state standards for career readiness practice, and focused on 21 key objectives to support, sustain and strengthen Career and Technical Education in the State. New college and career readiness metrics and standards are scheduled to be approved by the SBE next fall. California has also completed the alignment of English Language Development (ELD) standards to the English Language Arts, Math, and Science standards in CCSS, and the LCAP rubric will be adopted by the SBE in September of 2016. All new CSP sub-grantees in California will have a comprehensive accountability system in place for implementation of their new school.

## **Policy Context for Charter Schools**

### **Flexibility and Autonomy**

California's charter school law provides a maximum amount of flexibility and autonomy to charter schools, which allows the necessary latitude to create and operate effective and rigorous educational programs. *EC* Section 47610, known as the "mega-waiver", states that charter schools shall comply with all charter school laws and the provisions set forth in its charter petition, but is otherwise exempt from the laws governing school districts.

Charter schools have significant funding flexibility. They may use the general apportionment funds for any purpose that furthers the educational mission. Charter schools have full autonomy over budget, staffing, and other operational decisions. Under California's LCFF, a weighted student formula, schools generate supplemental

state funds based on the number and concentration of educationally disadvantaged students. Schools must use the additional funding for activities designed to improve academic outcomes for the population served. A charter school has the flexibility to determine what activities would benefit their students.

State law requires a charter school be held accountable for meeting the state academic content standards; however, charter schools have maximum flexibility in the methodology and instructional resources used to meet the needs of the targeted student population. State law, under *EC* Section 47601 codifies legislative intent that charter schools have the flexibility to design innovative instruction and delivery methods to meet the wide variety of learning modalities and student needs. Charter schools are required to participate in all state assessment systems and are held to the same or higher accountability standards as other public schools.

California statute demonstrates the intent for charter schools to have complete autonomy with regard to educational programs, budgets, expenditures, staffing, and curriculum choice. *EC* Section 47601 states in part that,

“It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure,...hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.”

California charter schools may choose to be deemed a LEA for funding purposes, federal funding and special education, offering optimal autonomy in virtually

all operations and decision making that is afforded every other LEA. California will only fund CSP charter school applicants that are highly autonomous.

### **Information on Federal and State Funding Opportunities**

California is committed to ensuring that every new charter school in the state is informed about various federal funding opportunities and programs in which a charter school may participate. Upon notification of a charter approval, the CDE notifies the charter school of:

- State funding information, including the pupil count reports, timing for initial LCFF allocations, and state categorical funding
- Federal funding information, including information about CSP sub-grants and how charter schools can access federal program funds such as Title I, II, III, and Individuals with Disabilities Education Act (IDEA) funds

The CDE also uploads this information on the CDE's Web, notifies charter organizations, and regularly presents at charter conferences to ensure a wide-dissemination of funds. A charter school that has elected to be its own LEA for funding purposes applies and complies with federal programs independently.

CDE will announce the availability of CSP sub-grant funds to parents, teachers, and communities throughout California through press releases by the SSPI, posts to the CDE Web site homepage and funding page, statewide list serv messages and emails to charter developers, parent organizations, and through regular notices to our charter support partners. This ensures potential charter school developers are aware of federal funds available to assist in the planning and initial implementation of a charter school, and to ensure that funds will be made available on an equitable and fair basis,

encompassing the requirements of Section 427 of the USDOE General Education Provisions Act.

### **Ensuring Commensurate Share and Timing of Funds**

California established several funding mechanisms for charter schools to help ensure equitable funding. *EC* Section 47630 states that “It is the intent of the Legislature that each charter school be provided with operational funding that is equal to the total funding that would be available to a similar school district serving a similar pupil population...” To this end, and in accordance with the provisions of Public Law 105–278 and its implementing regulations (34 Code of Federal Regulations, [CFR] Part 76), the CDE ensures that each charter school in the state receives its commensurate share of the federal funds that are allocated by formula each year. To access federal program funds that are allocated by formula, direct funded charter schools are deemed independent LEAs and must submit a California’s Consolidated Application (ConApp) indicating their intent to participate in federal programs. Charter schools that are locally funded participate in federal programs as a school of their authorizing LEA, pursuant to *EC* section 47634.4(a) and (b). Charter schools are required to submit a LEA plan to access federal program funds, and to describe how funds received will be used. The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to COEs, school districts, and direct-funded charter schools throughout California. Twice annually, in May and January, each LEA submits the application to document participation in these programs and provide assurances of compliance with the legal requirements of each program. The winter release of the application is submitted in January of each year and contains the entitlements for each

funded program. Newly approved charter schools, as well as significantly expanding charter schools, are included in the federal program entitlement calculations for that fiscal year's funding using estimated data collected annually.

New and expanding charter schools are also eligible to receive special advance funding of state operational funds through the LCFF and certain state and federal categorical programs such as Title I. The advances are based on estimates of a school's upcoming enrollment, average daily attendance, and pupil demographic data and are subject to review by the authorizing entity. The data estimates are submitted in the Pupil Estimates for New or Significantly Expanding Charters (PENSEC) report. PENSEC state aid LCFF entitlement advance payments are made in one warrant around September 30<sup>th</sup>, and 20 Day State Aid LCFF entitlement advance payments are made in one warrant around December 31<sup>st</sup>. For most state and federal programs, PENSEC entitlements will be revised, and allocations adjusted, when actual counts are reported. Most state and federal program funding is managed, and payments are administered by the CDE's School Fiscal Services Division.

California statute ensures that charter schools that are considered to be LEAs, pursuant to *EC* Section 47641(a), will comply with the IDEA; 20 United States Code (U.S.C.) sections 1400 et seq. Additional assurances, required in the charter school petition and the 2016–19 CSP sub-grant RFA, will require that charter schools comply with the Age Discrimination Act of 1975 (42 U.S.C. 6101, et seq.), title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d, et seq.), title IX of the Education Amendments of 1972 (20 U.S.C. 1681, et seq.), and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794).

## **Disseminating Best Practices**

California's plan to disseminate best and promising practices is outlined in the Dissemination of Information and Best Practice section.

## **Federal funds and Programs**

Refer to Information on Federal and State Funding Opportunities in California's Policy Context Section.

## **IDEA Compliance**

Both federal law and *EC* Section 47646 require LEAs to serve children with disabilities who attend charter schools in the same manner and to the same extent as they serve children with disabilities in traditional public schools. IDEA provides clear requirements of services for eligible students with disabilities. Charter schools are required to follow mandated special education responsibilities with regard to students with disabilities, and parents/guardians retain all rights guaranteed under IDEA (34 CFR Section 300.209[a]).

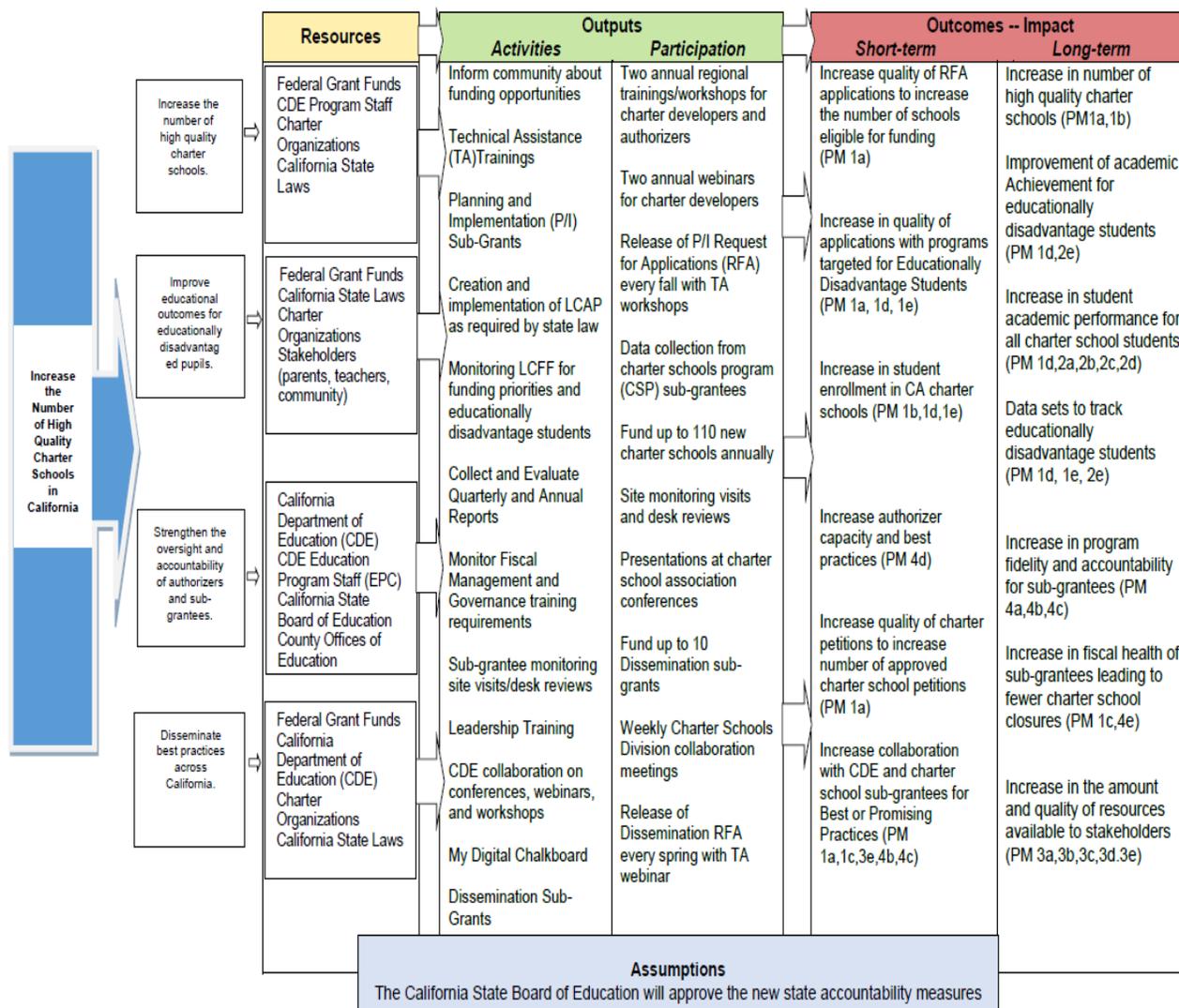
California charter schools may elect to be deemed an independent LEA, or they may affiliate with their authorizer to coordinate special education programs and services. A charter school that is its own LEA for special education is subject to all the requirements and monitoring that applies to all other LEAs in the state. A charter school, as an LEA, must ensure that children with disabilities are provided a full range of placement and special service options. *EC* Section 47640 requires that a charter school LEA must comply with all IDEA regulations. Charter schools are entitled to participate in state and federal funding for special education in the same manner as any other public school.

A charter petition's description of the educational program must address how the charter school will meet the needs of students with disabilities. In addition, a charter petition must specify the school's special education plan, including, but not limited to, the means by which the charter school will comply with the process to be used to identify students who qualify for special education programs and services; how the school will provide or access special education programs and services; the school's understanding of its responsibilities under the law for special education pupils; and how the school intends to meet those responsibilities.

### **Logic Model**

California's strength is in the size and scope of resources available to the charter school community. Through collaboration with the CDE and the charter school community, and targeted technical assistance, the CDE will see an increase in the number of high quality charter schools and an increase in the academic performance of educationally disadvantaged students. California has identified four objectives for the 2016–19 CSP grant that are in alignment with the eight state priorities identified by California and the objectives of the CSP grant. The logic model demonstrates California's capacity to meet these objectives and have a long term impact on the number and performance of charter schools. All performance measures have been aligned to the short and long term outcomes in the logic model.

California Charter Schools Program Logic Model 2016-19



**Lottery and Enrollment Preferences**

California requires a charter school admit all pupils who to attend. A public random drawing for admission to charter schools is outlined in *EC* Section 47605(d)(2)(A) and limits enrollment preferences to pupils currently attending the charter school and pupils residing in the district, or other preferences approved by the authorizer that are nondiscriminatory and comply with law. The CSP sub-grant RFA requires the applicant to describe the public random lottery process, how all students in

the community will be informed about the charter school, and how students will be given an equal opportunity to attend the charter school. This is a scored element in the RFA and applicants that provide an inadequate response on how they will be compliant with state law and provide equal opportunity to attend the charter school will not receive CSP funds.

Applicants are also required to sign the general assurances that they will remain compliant with *EC* Section 47605(d) throughout the term of the grant. CDE ensures compliance by requiring schools to submit evidence of any lotteries, and evidence that they are in compliance with state and federal laws. These documents are reviewed and monitored as part of the grant monitoring process.

### **Objectives**

California has identified four objectives for the charter schools grant program:

Objective 1: Increase the number of high-quality charter schools

Objective 2: Improve academic outcomes for educationally disadvantaged students

Objective 3: Dissemination of best practices

Objective 4: Strengthen accountability and oversight of authorizers and CSP sub-grantees

Our outreach efforts to inform teachers, parents, and communities about the charter school program and the availability of funds will include press releases by the SSPI, posts to the CDE Web site homepage and funding page, and through email notices to district and COEs, and charter support partners. The CDE will also notify the Parent Teacher Association, and the CCSA parent advocacy group of CSP funding

opportunities. The CDE will send out a “save the date” email notification of our intent to release another RFA upon confirmation of a 2016–19 CSP award.

### **Revolving Loan Fund**

California will not seek CSP grant funds for a revolving loan fund.

### **Waivers**

California will not seek to waive any portion of the CSP grant in this application.

### **Performance Measures**

California transitioned from the Standardized Testing and Reporting System to the CAASPP System in 2015–16. CAASPP includes a number of assessments, but the most widely given are the Smarter Balance Summative Assessments, which evaluates student progress on the California Standards in mathematics and English language arts/literacy. Since 2015 was the first year of the new tests, these results will serve as the baseline data from which to measure progress. These performance measures will allow CDE to measure improvement for CSP funded charter schools to align with California’s objective to improve academic outcomes for educationally disadvantaged students, and is in alignment with the performance measures established for the CSP program. The California Longitudinal Pupil Achievement Data System will be used to report on the performance measures aligned to increasing the number of high performing charter schools and improving academic achievement for educationally disadvantaged students on the annual reports. Additional performance measures have been included that are specific to developing new schools, monitoring existing charter schools, and disseminating best practices from successful charter schools throughout the state which supports California’s objectives, as well as the objectives of the CSP

grant. The data for these performance measure will be collected on the quarterly and annual reports required from all sub-grantees.

The performance targets are ambitious because they require the charter schools to demonstrate continuous improvement toward achieving the goals outlined in their education plan, requires frequent student assessment and related program adjustments, and a high level of academic and fiscal accountability. The performance measures will also allow CDE to identify areas requiring intervention strategies and TA. Table 6 below describes the 2016–19 Project Objectives and Performance Measures. Performance measures are designated as GPRA, measures established for reporting to Congress under the Government Performance and Results Act, Program which designates measures established by the program office, and Project are performance measures that CDE has included in the RFA grant application. All performance measure can be collected and reported annually.

**Table 6: Project Objectives and Performance Measures**

<b>Objective 1: Increase the number of high-quality charter schools</b>				
<b>#</b>	<b>Performance Measure</b>	<b>GPRA/Project or Program</b>	<b>Baseline Data</b>	<b>Performance Target</b>
1a	A year-to-year increase in the number of high-quality charter schools in California.	Program	1,208	Increase up to 50 each year
1b	A year to year increase in the number of students enrolled in CA charter schools	Program	2015–16 enrollment data	Year to Year increase
1b	90 percent of CSP sub-grantees will complete education leadership training within the first year of the grant.	Program	90% of sub-grantees	Up to 45 annually
1c	The annual percentage of charter school students who are performing at or above public schools in the authorizing district on the CAASPP system.	GPRA	2015–16 CAASPP baseline	Year to Year increase

1d	Annual percentage of CSP funded charter schools receiving LCFF supplemental or concentration add-on funding to serve educationally disadvantaged students.	Program	2014–15 FY	Year to Year increase
<b>Objective 2: Improve academic outcomes for educationally disadvantaged students</b>				
#	Performance Measure	GPRA/Project or Program	Baseline Data	Performance Target
2a	Annual percentage of fourth-grade charter school students who met or exceeded achievement level in mathematics on the CAASPP.	GPRA	2015–16 CAASPP baseline	Year to Year increase
2b	Annual percentage of fourth-grade charter school students who met or exceeded achievement level in reading/language arts on the CAASPP.	GPRA	2015–16 CAASPP baseline	Year to Year increase
2c	Annual percentage of eighth-grade charter school students who met or exceeded achievement level in mathematics on the CAASPP.	GPRA	2015–16 CAASPP baseline	Year to Year increase
2d	Annual percentage of eighth-grade charter school students who met or exceeded achievement level in reading/language arts on the CAASPP.	GPRA	2015–16 CAASPP baseline	Year to Year increase
2e	ELs in charter schools reclassified at equal or higher rates than the schools located within the authorizing school district on the California English Language Development Test.	GPRA	2015–16 CAASPP baseline	Year to Year increase
<b>Objective 3: Dissemination of Best Practices</b>				
#	Performance Measure	GPRA/Project or Program	Baseline	Performance Target
3a	100 percent of CSP dissemination sub-grantees will post best practice deliverables on Digital Chalkboard each year of the grant.	Project	10 Grants	10
3b	90 percent of CSP dissemination sub-grantees will make at least one public presentation about their dissemination project at a meeting, conference, or other education related training during the first year of implementation.	Project	90% of 10 Sub-grantees	9

3c	90 percent of CSP dissemination sub-grantees will make at least one public presentation about their dissemination project at a meeting, conference, or other education related training during the second year of implementation.	Project	90% of 10 Sub-grantees	9
3d	Each year during the grant period, 80 percent of the participants in dissemination grant activities will report an increase in awareness and knowledge of charter schools best practices through a survey administered by the sub-grantee.	Project	90% of 10 Sub-grantees	9
3e	90 percent of CSP charter schools personnel that attend TA training will report a high level of satisfaction with the training in a survey to all attendees.	Project	Number of attendees signed in	90%

**Objective 4: Strengthen accountability and oversight of authorizers and sub-grantees**

#	Performance Measure	GPRA/Project or Program	Baseline	Performance Target
4a	90 percent of CSP sub-grantees will submit annual progress reports.	Project	90% of sub-grantees	Up to 45 annually
4b	90 percent of CSP funded charter schools will complete governance training by the end of year one of implementation.	Project	90% of sub-grantees	Up to 45 annually
4c	90 percent of CSP funded charter schools will complete fiscal management training by the end of year one of implementation.	Project	90% of sub-grantees	Up to 45 annually
4d	90 percent of CSP funded charter schools will report annually that services received from its charter authorizer, including facilities, are satisfactory.	Project	90% of sub-grantees	Up to 45 annually
4e	90 percent of governing boards representing funded charter schools will comply with all state and federal regulations and demonstrate fiscal health as measured by adequate reserves and ending balances on audit reports assessed each year.	GPRA	90% of sub-grantees	Up to 45 annually

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

## CHARTER SCHOOLS PROGRAM ASSURANCES – STATE EDUCATIONAL AGENCIES

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Department of Education Appropriations Act, 2016; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a State educational agency (SEA) application for a grant under the CSP must contain the following assurances.

As the duly authorized representative of the applicant, I certify to the following:

- 1) The applicant will require each eligible applicant desiring to receive a subgrant to submit an application to the SEA containing:
  - A. A description of the educational program to be implemented by the proposed charter school, including (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;
  - B. A description of how the charter school will be managed;
  - C. A description of (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;
  - D. A description of the administrative relationship between the charter school and the authorized public chartering agency;
  - E. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school;
  - F. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives;
  - G. A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school;
  - H. A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education;
  - I. A description of how students in the community will be (i) informed about the charter school; and (ii) given an equal opportunity to attend the charter school;
  - J. An assurance that the eligible applicant will annually provide the Secretary and the SEA such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);
  - K. An assurance that the applicant will cooperate with the Secretary and the SEA in evaluating the program assisted under this subpart;
  - L. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;

- M. If the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and
- N. Such other information and assurances as the Secretary and SEA may require.

2) The applicant will –

- A. Use the grant funds to award subgrants to one or more eligible applicants in the State to enable the applicant to plan and implement a charter school in accordance with this program; and
- B. Use a peer review process to review applications for subgrants.

3) State law, regulations, or other policies in the State where the applicant is located require that –

- A. Each authorized charter school in the State operate under a legally binding charter or performance contract between itself and the school’s authorized public chartering agency that describes the obligations and responsibilities of the school and the public chartering agency; conduct annual, timely, and independent audits of the school’s financial statements that are filed with the school’s authorized public chartering agency; and demonstrate improved student academic achievement; and
- B. Authorized public chartering agencies use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as one of the most important factors when determining to renew or revoke a school’s charter.

4) The applicant will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

5) The applicant and each subrecipient will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

*Cindy S. Chan*

NAME OF AUTHORIZED OFFICIAL

*Director*

TITLE



SIGNATURE OF AUTHORIZED OFFICIAL

*053016*

DATE

*California Department of Education  
for the California State Board of Education*

APPLICANT ORGANIZATION

*053016*

DATE SUBMITTED



[Redacted]



Cindy S. Chan

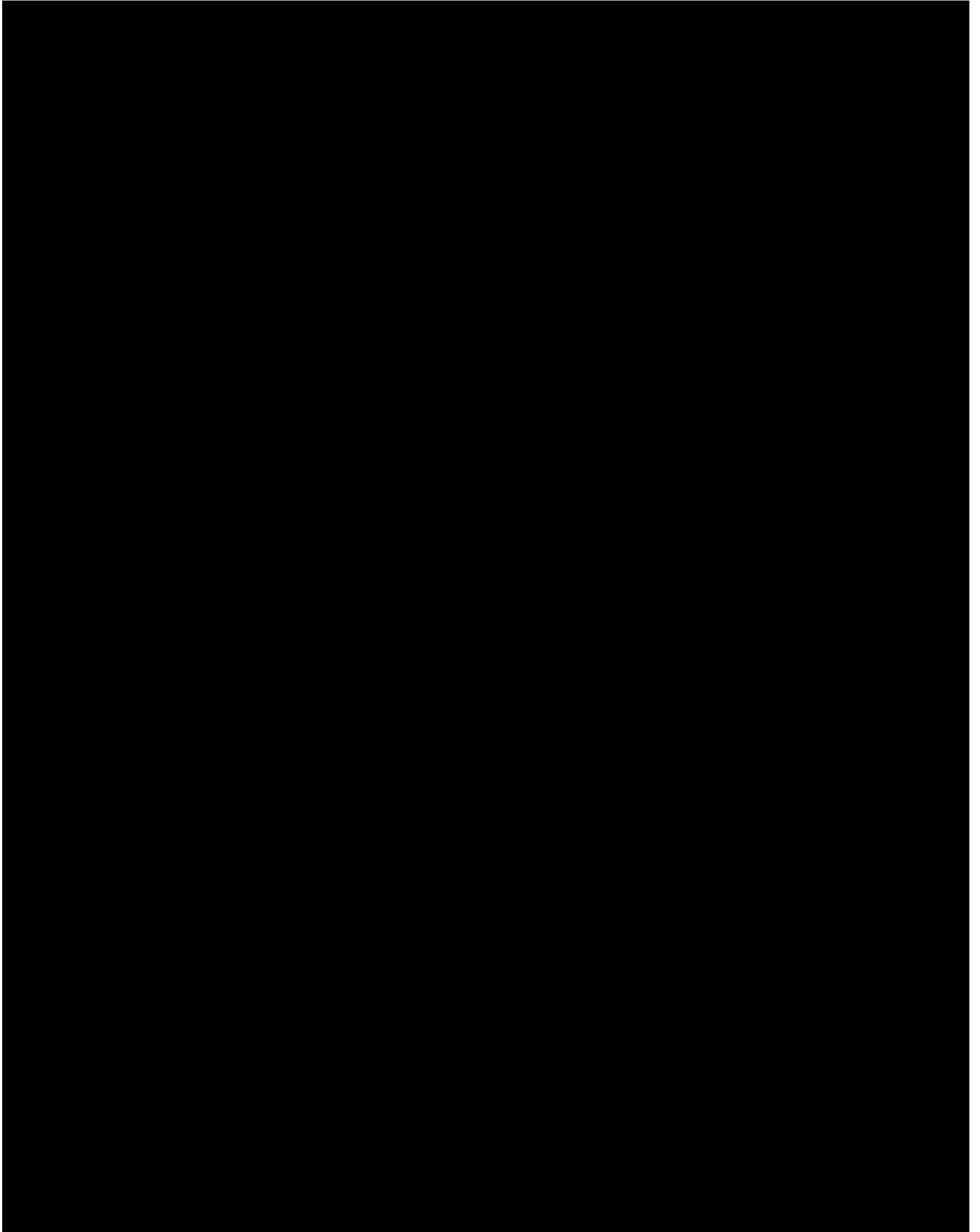
[REDACTED]

[REDACTED]

[REDACTED]

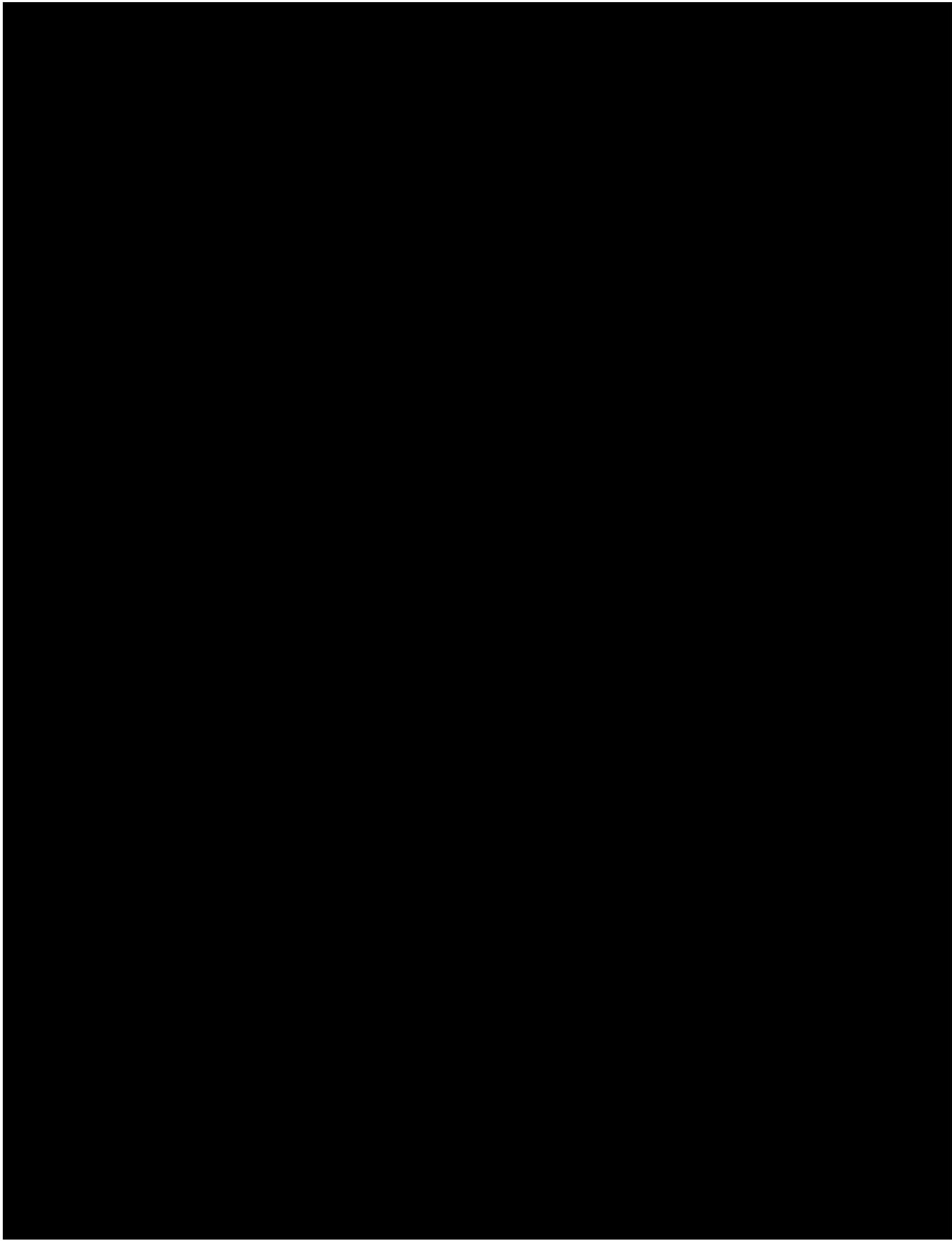


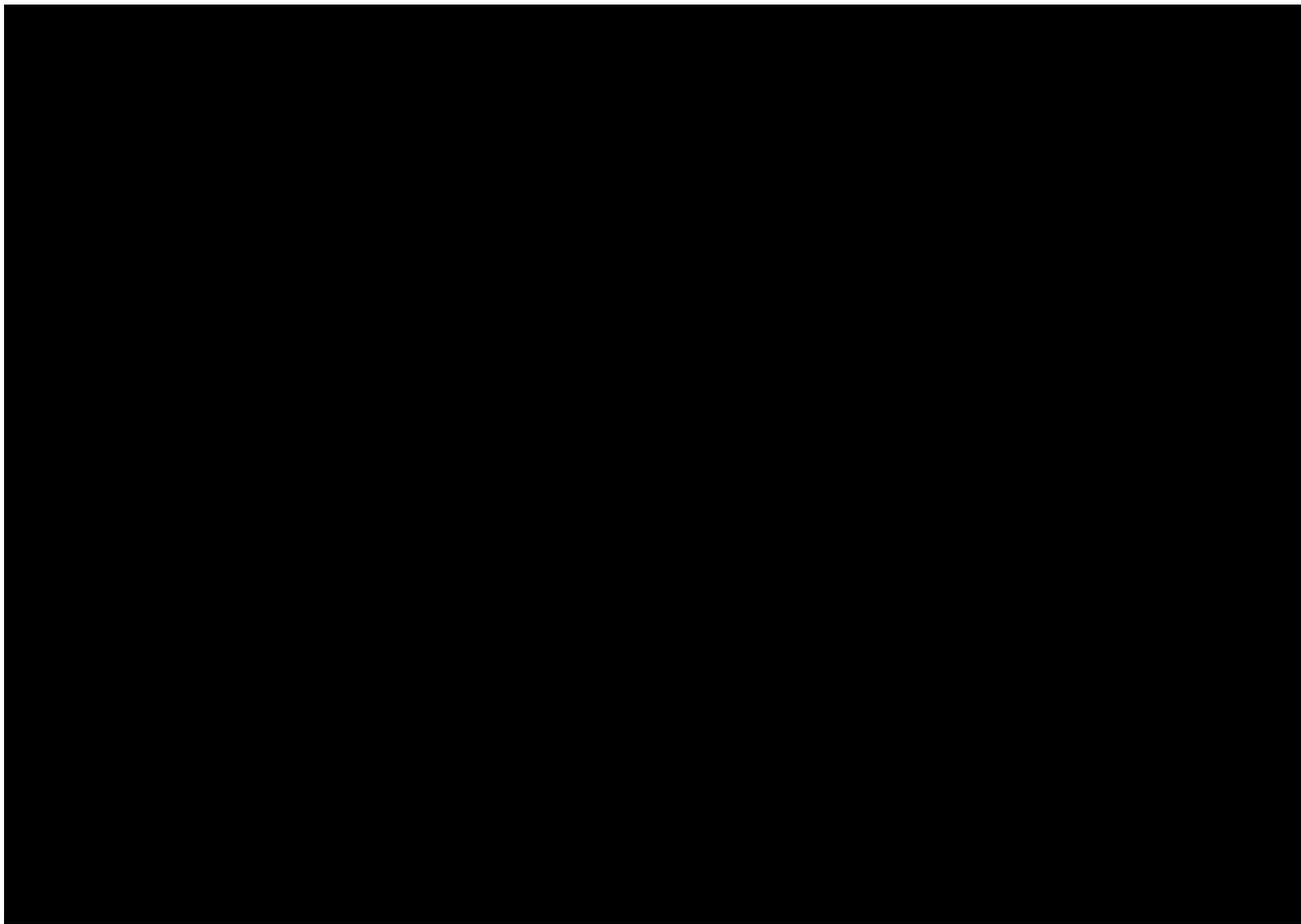
[Redacted]



# Tamie Thompson

---









[Redacted text block]

Christine M. Simonoff

[REDACTED]



1107 9th Street, Suite 200 • Sacramento, CA 95814 • p 916-448-0995 • f 916-448-0998  
www.calcharters.org

May 27, 2016

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, S.C. 20202

RE: California Application for the Charter Schools Program SEA Grant

To Whom It May Concern:

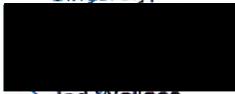
I'm writing to you on behalf of the California Charter Schools Association (CCSA) in strong support of California's state application for the Charter Schools Program State Educational Agency (SEA) Grant. CCSA is the membership association representing 1,230 charter schools in California. CCSA's vision is to increase student learning by growing the number of families choosing high quality charter schools so that no child is denied the right to a great public education. With that, our mission is to achieve one million students attending charter public schools by 2022, with charter public schools outperforming non-charter public schools on every measure. CSP funds are critical to maintain the momentum of strong growth and high quality in California's charter school sector.

The remarkable growth of charter schools in California leads us to believe that our goal of one million students is achievable. As of the 2015-16 school year, an estimated 581,000 students are enrolled in charter public schools across the state. This demonstrates an increase of over 36,000 students, or seven percent, from the 2014-15 school year. California maintains its position as the state in the nation with the highest number of charter schools and charter school students. This growth would not have been achieved without the CSP.

Despite significant growth, there remains an estimated 158,000 students on a charter school waitlist in California. Such significant unmet demand requires sufficient resources to start up new schools. These start-up funds are vital to the growth in our state and will be fundamental if we plan to provide enough growth to accommodate these waitlists. The CSP funds have proven to assist charter school growth and ensure that traditionally underserved pupils have valuable school choices in their communities. The charter school program sub-grantees served a higher percent of English learners than charter schools who did not receive grant funds.

Through the implementation of the 2010-15 and the application for this grant, we have had a very collaborative working relationship with the California Department of Education. They have been excellent thought partners, and are continually working to improve the administration of this very successful program. CDE has reached out to CCSA and other stakeholders in preparing this application. We very much appreciate how successful they have made this grant in California and we believe it is a strong proposal that will ensure continued growth in California's charter schools.

Sincerely,

  
Jed Wallace  
President and CEO  
California Charter Schools Association



May 26, 2016

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

RE: California's Application for the Charter Schools Program Grant

To Whom It May Concern:

On behalf of the Charter Schools Development Center (CSDC) and its hundreds of member schools, this letter confirms our support for California's application to the Public Charter School Grant Program (PCSGP). CSDC is the nation's first and longest-operating state charter school advocacy and support organization. Over the past 22 years, CSDC staff has assisted hundreds of high-quality charter school developers to plan and successfully launch charter schools—most with support from this vital grant program. In the mid 1990s, CSDC worked closely with then-US Senator David Durenberger to help draft the law initially authorizing this grant program to draft and to successfully advocate it.

Based on our review of California's application and the terms of the current grant, we believe the California is positioned to make maximum use of the grant funds to support the development of high-quality charter schools, increase the number of charter schools serving educationally disadvantaged students, improve educational outcomes for educationally disadvantaged students, strengthen oversight and accountability of authorizers and Charter Schools Program sub-grantees, and disseminate best practices for charter schools and authorizers. CSDC is committed to partnering with the California Department of Education and State Board of Education to support the successful implementation of this grant.

Sincerely,



Eric Premack  
Executive Director



# Alameda County Office of Education

L. Karen Monroe  
Superintendent

May 26, 2016

Stefan Huh  
U. S. Department of Education  
Director, Charter Schools Program  
Office of Innovation and Improvement  
400 Maryland Ave., S. W.  
Washington D. C. 20202

## BOARD OF EDUCATION

Joaquin Rivera  
Trustee Area 1

Marlon L. McWilson  
Trustee Area 2

Ken Berrick  
Trustee Area 3

Aisha Knowles  
Trustee Area 4

Fred Sims  
Trustee Area 5

Eileen McDonald  
Trustee Area 6

Yvonne Cerrato  
Trustee Area 7

Dear Mr. Huh,

The Alameda County Office of Education (ACOE) supports the California Department of Education (CDE) in its application for the Charter Schools Program: Grants for State Educational Agencies CFDA Number: 84.282A. California has a long history of supporting charter schools as a valuable option within the public school system. Funding from this proposal will increase the number of charter schools in underserved communities and improve academic outcomes for educationally disadvantaged students, through both support for growth of quality charter schools and improvements in the quality of charter authorizing and accountability.

ACOE was itself awarded a Charter School Program National Leadership Activities Grant in March 2015. The Charter Authorizers Regional Support Network, referred to as CARSNet, has four goals: create a sustainable regional network; increase small authorizer quality; increase use of data to improve small authorizer practice; and disseminate resources to a national audience. CDE supports the work of CARSNet as a member of its Advisory Board and Curriculum Team. In addition, CDE has worked to promote the services offered to small authorizers and the CARSNet annual authorizers' conference. The work described in CDE's grant proposal is aligned with the services provided through CARSNet and with other members of the CARSNet Advisory Board, including the National Association of Charter School Authorizers (NACSA) and California Charter Authorizing Professionals (CCAP).

ACOE supports CDE and agrees to contribute to the charter authorizer activities in the proposal by providing the following:

- A role for a CDE representative on the CARSNet Advisory Board and Curriculum Team
- Sharing outcomes and evaluation information with CDE
- Inviting CDE to present at the annual conference
- Encouraging CARSNet authorizers to participate in the peer review of charter petitions
- Disseminating information on best practices to CARSNet participants

ACOE and CDE are committed to establishing a standard of excellence that will increase the knowledge, understanding and quality of charter authorizing throughout California. Please review CDE's proposal and award the funds needed to ensure the quality of California's charter school sector.

With respect,

  
Gary L. Jones  
Associate Superintendent

313 W. Winton Ave.  
Hayward, California  
94544-1136

(510) 887-0152

[www.acoe.org](http://www.acoe.org)

May 31, 2016

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

RE: California's Application for the Charter Schools Program Grant

To Whom It May Concern:

I write in support of California's application for the 2016-2019 Charter Schools Program Grant. The state's application outlines an ambitious plan to support new high-quality charter schools and ensures that more educationally disadvantaged students will have expanded access to excellent schools. The application will also support dissemination of best and promising practices, including school climate and discipline practices.

California's 1,200+ charter schools provide critical educational options and choice. The state's charter schools have flourished, in large part, due to receipt of prior Charter Schools Program funds. Continued funding is vital to support the state's newest charter schools as they develop high-quality, sustainable programs that meet the ever growing demand for charter school enrollment within the state.

California's charter school movement is one of the strongest in the United States. Over 580,000 students attend California charter schools, however almost 160,000 students are still waiting for an enrollment opportunity. This grant will support continued charter school momentum and help provide the innovation and quality school models that so many California families and communities are still seeking.

Sincerely,

A solid black rectangular redaction box covering the signature area.

Karen Stapf Walters  
Executive Director  
California State Board of Education

May 25, 2016

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

RE: California's Application for the Charter Schools Program SEA Grant

To Whom It May Concern:

Charter schools are a vital part of California's strategy for narrowing the achievement gap and ensuring all students are career and college ready. Charter schools provide educational choice, options, and high-quality programs in many communities that would otherwise have minimal parental choice or educational innovation. About 80 new charter schools open each year in California, but despite this growth, demand for charter school enrollment far exceeds capacity. In 2015-16 more than 150,000 are waiting to attend a charter school.

It is California's goal to use the 2016 Charter School Program Grant to support new charter schools that intend to increase student opportunity and access – especially for educationally disadvantaged students -- to innovative and provide effective instructional models as well as safe and enriching school cultures. The 150,000 students in California on charter wait lists represent families who are seeking choice in education and educational programs that will best fit their students learning needs and strengths, and that provide a culture in which their students can thrive. Another of California's goals for the 2016 Charter School Program grant is to support authorizing agencies to provide effective monitoring and guidance for charter school developers.

Charter Schools Program Grant funds are essential to continued growth and expansion of high-quality California charter schools. Our grant application details an ambitious, yet achievable plan. As a charter liaison for the CA State Board over five years, I write in strong support of our state's application and request that funding be provided to continue the state's mission to provide exceptional charter schools to meet the demands of California students and families.

Sincerely,



Trish B. Williams  
California State Board of Education Member

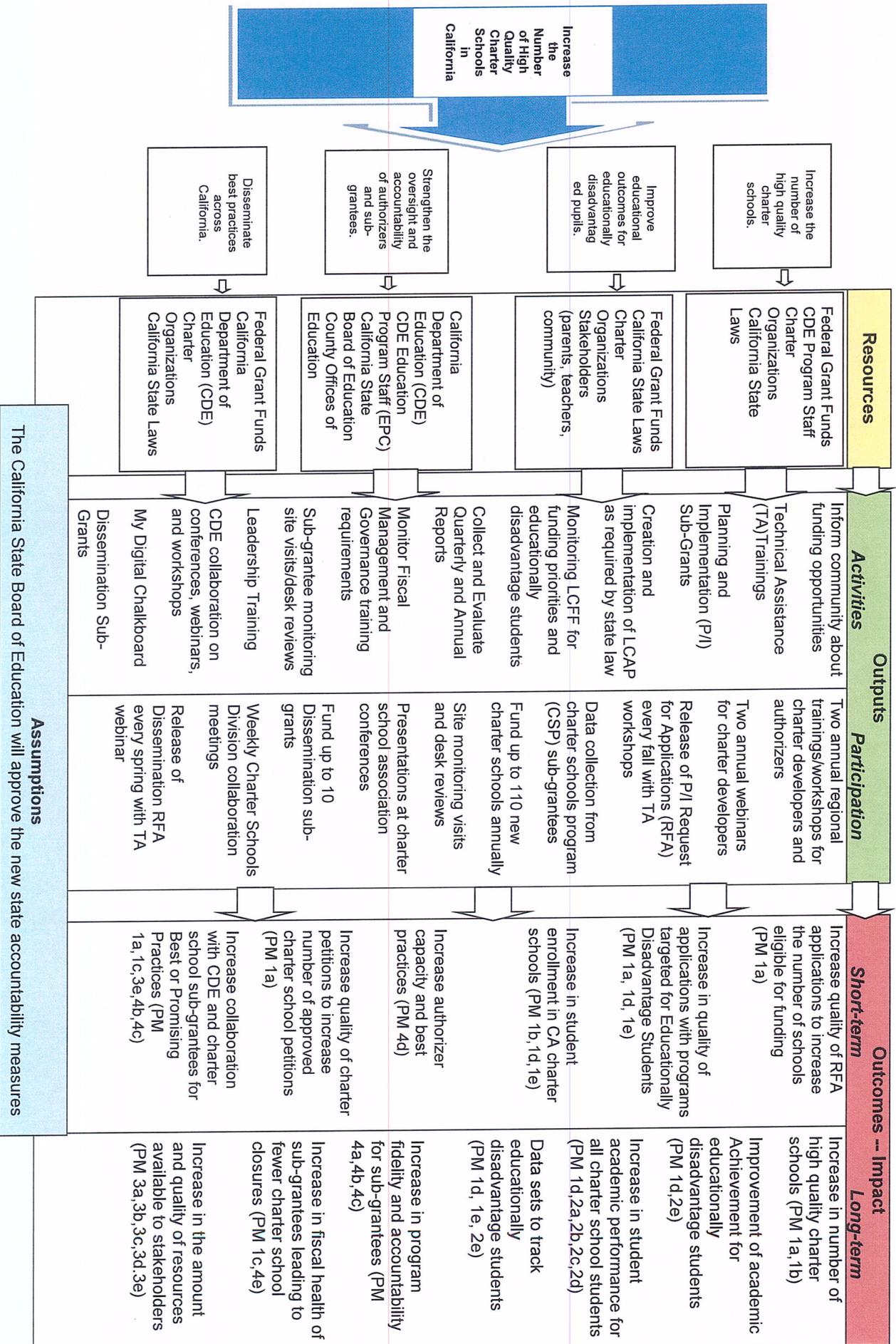
California Department of Education  
Two-year funding model

Criteria	Maximum Base Award	Distribution of Funds	
		Planning Year	Implementation Year 1
		Or if school is open prior to receiving grant funds: Implementation Year 1   Implementation Year 2	
A. Classroom and Non-classroom based charter schools	\$475,000	\$375,000	\$100,000
Additional funding may be added to the base award after the school begins serving students, or after the first year of implementation, based on the following criteria: <ul style="list-style-type: none"> <li>Enrollment percentage of educationally disadvantaged students* as verified by LCFF</li> <li>Total enrollment of the school</li> <li>The Charter school has met all program accountability and monitoring criteria as outlined in the RFA.</li> <li>Availability of funds</li> </ul>	Up to \$575,000	\$375,000	\$100,000-200,000
B. Virtual or Online Charter Schools**	\$175,000	\$100,000	\$75,000

\*Per the Federal Definition in the Federal Register

\*\*defined by Education code 11963.5 as a school which at least 80% of teaching and student interaction occurs via the internet.

California Charter Schools Program Logic Model 2016-19



**Introduction:**

LEA: \_\_\_\_\_ Contact (Name, Title, Email, Phone Number): \_\_\_\_\_

LCAP Year: \_\_\_\_\_

**Local Control and Accountability Plan and Annual Update Template**

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

### State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

#### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119, and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

#### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

**C. Engagement:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<b>Annual Update:</b>	<b>Annual Update:</b>

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in

the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school-site-level advisory groups, as applicable (e.g., school-site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schools/sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schools/sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schools/site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schools/sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education

Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Related State and/or Local Priorities: 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____		
Identified Need :	Schools: _____		
Goal Applies to:	Applicable Pupil Subgroups: _____		
LCAP Year 1 : xxxx-xx			
Expected Annual Measurable Outcomes:	Actions/Services	Scope of Service	Budgeted Expenditures
		Pupils to be served within identified scope of service ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	
		___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	
		___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient	

\_\_\_ Other Subgroups:(Specify) \_\_\_\_\_

**LCAP Year 2: xxxx-xx**

Expected Annual Measurable Outcomes:	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expected Annual Measurable Outcomes:	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>LCAP Year 3: xxxx-xx</b>				
			___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	
			___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	
			___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ ___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		___ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		___ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

**Annual Update**

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

- 3) How have the actions/services addressed the identified needs and goals of specific school/sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Original GOAL from prior year LCAP:			Related State and/or Local Priorities: 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools:	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: xxxx-xx				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	
			Actual Annual Expenditures	Estimated Actual Annual Expenditures

Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:

\$

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

%

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

---

To add more Budget Narrative attachments, please use the attachment buttons below.

**California Charter School Program  
Budget Narrative 2016–19**

<b>Position</b>	<b>Salary and Wages</b>	<b>Full-Time Equivalent</b>	<b>Annual salaries charged to the grant</b>
Career Executive Assignment (Division Director)	██████████	.5	██████████
Education Programs Consultants	██████████	3.0	██████████
Associate Governmental Program Analyst	██████████	2.0	██████████

**California Charter Schools Program**

**Budget Narrative 2016–19**

**Project Year 1 (Oct 1, 2016 – July 31, 2017)**

**Total \$ 22,517,918**

**Personnel:** ██████████

- This amount reflects the salaries of 5 fully funded and 1 partially funded positions in the California Department of Education (CDE) Charter Schools Division (CSD). Education Program Consultants (EPC) are full time Charter School Division (CSD) employees.

**Fringe Benefits:** ██████████

- This amount is calculated at 41.75 percent of salaries per the CDE Budget Office projections for fringe benefit rates

**Travel: \$34,000**

- One attendee at the Charter School Program Project Directors’ meeting in Washington D.C. (\$3,000.00: includes air, ground transportation, hotel, and per diem)

**California Charter School Program  
Budget Narrative 2016–19**

- One attendee at the National Association of Charter School Authorizer Conference (\$3,000.00 includes air, ground transportation, hotel, and per diem).
- Two attendees/presenters at the California Charter Schools Association annual conference (\$2500.00 includes registration fees, air and ground transportation, if necessary, and per diem)
- Two attendees/presenters at the California Charter Schools Association Parent Advocacy Days (\$2500.00 includes registration fees, air and ground transportation, if necessary, and per diem)
- Two attendees/presenters at the Charter Schools Development Center annual conference (\$2500.00 includes registration fees, air and ground transportation, if necessary, and per diem)
- Two Request for Applications (RFA) regional trainings for charter school developers, one in Northern California, one in Southern California (\$2,500.00 for includes air ground transportation, hotel, and per diem for two people in Southern California)
- Travel for 15 peer reviewers to Sacramento for the RFA peer review process from various places in California (\$18,000 includes air travel, when needed, ground transportation, mileage, hotel, and per diem for three days in Sacramento, CA)

**Equipment: \$2670**

**California Charter School Program  
Budget Narrative 2016–19**

- This amount reflects the purchase of two laptop computers and software to replace obsolete equipment, at an estimated amount of \$1000 per laptop (2000.00)
- Two portable projectors for workshops and presentations at \$300.00 per projector (600.00)
- Two desk top printing calculators with tape \$35.00 each for monitoring budget/expenditure reports (70.00)

**Supplies: \$12,000**

Supply costs are estimated at:

- General office supplies for 5 full time staff, RFA and peer review materials, and postage, printing, and copying for training materials, at an average of \$1,000 per month.

**Contractual: \$53,000**

- Facilities rental for two days for one in-person RFA regional trainings in Southern California at \$1500.00 per day. Northern California Training will be held at the CDE. (\$3000 total)
- California State Board of Education oversight for the charter schools program (CSP) up to \$50,000

**Construction: None**

**Other: \$21,682,000**

- Local assistance funds for Planning and Implementation sub-grants for up to 50 new sub-grants

**California Charter School Program  
Budget Narrative 2016–19**

- Virtual schools, typically the smallest applicant group are estimated at less than 10 percent of applicants, funding awards will not exceed \$175,000 (875,000)
- Classroom and non-classroom based, up to 45, funding levels will be from \$475,000–\$575,000. Estimated awards totaling \$20,700,000, based on the assumption that not all schools will qualify or request the supplemental funding.
  - Total up to 21,575,000 for all planning and implementation sub-grantees
- Technology Services Division support for webinars, listserv postings, RFA announcements, and software: \$8,000
- Fixed Costs at 9,900/Personnel Year (PY): \$99,000.00

**Indirect Costs: \$176,941**

- 23.1 percent of total direct costs, per agreement on file at CDE

**Project Year 2 (August 1, 2017 – July 31, 2018)**

**Total: 24,561,987**

**Personnel: [REDACTED]**

- This amount reflects the salaries of 5 fully funded CDE employees and 1 partially funded CDE positions, assuming a three percent salary increase for the proposed participants.

**Fringe Benefits: [REDACTED]**

- This amount is figured at 41.75 percent of salaries per the CDE Budget Office projections for fringe benefit rates

**Travel: \$52,750**

- One attendee at the CSP Project Directors' meeting in Washington D.C. (\$3000.00: includes air, ground transportation, hotel, and per diem)
- One attendee at the National Association of Charter School Authorizer Conference (\$3,000.00 includes air, ground transportation, hotel, and per diem).
- Two attendees/presenters at the California Charter Schools Association (CCSA) annual conference (\$2500.00 includes registration fees, air and ground transportation, if necessary, and per diem
- Two attendees/presenters at the Charter Schools Development Center (CSDC) annual conference (\$2500.00 includes registration fees, air and ground transportation, if necessary, and per diem)

- Two attendees/presenters at the California Charter Schools Association Parent Advocacy Days (\$2500.00 includes registration fees, air and ground transportation, if necessary, and per diem)
- Estimated 5 site and/or monitoring visits to sub-grant sites to monitor program progress (\$3750.00) includes air travel, when needed, ground transportation, mileage, hotel, and per diem for two consultants)
- Two in person RFA regional trainings, one in Northern California, one in Southern California (\$2500.00 includes air, ground transportation, hotel, and per diem for two people).
- Two in person North/South Training workshops for charter school developers, new grantees, and authorizers (\$2500.00 includes air, ground transportation, hotel, and per diem for 2 people for two days).
- Two participants/presenters in one regional CARS NET conferences (\$2500.00 includes registration fees, air and ground transportation, if necessary, and per diem for two people).
- 15 peer reviewers travel to Sacramento for the RFA peer review process from various places in California (\$18,000 includes air travel, when needed, ground transportation, mileage, hotel and per diem for three days)
- Up to 10 peer reviewers travel to Sacramento for the RFA Dissemination Sub-grant peer review process from various places in California (\$10,000 includes air travel, when needed, ground transportation, mileage, hotel, and per diem for two days).

**Equipment:** None

**Supplies: \$12,000**

- Supply costs are estimated at general office supplies for a staff of 5, monitoring materials for 5 site visits and desk reviews, and postage, printing, and copying for training materials, at an average of \$1000.00 per month.

**Contractual: \$56,000**

- Facilities rental for two days, for two in person RFA regional trainings in Northern and Southern California at \$1500.00 per day (3000.00)
- Facilities rental for two days for two in person North/South trainings in Northern and Southern California at \$1500.00 per day (3000.00)
- California State Board of Education oversight for the CSP up to \$50,000

**Construction: None**

**Other: \$23,682,000**

- Local assistance funds for Planning and Implementation sub-grants for up to 50 new sub-grants
  - Virtual schools, typically the smallest applicant group are estimated at less than 10 percent of applicants, funding awards will not exceed \$175,000 (875,000)
  - Classroom and non-classroom based, up to 45, funding levels will be from \$475,000 - \$575,000. Estimated awards totaling \$20,700,000, based on the assumption that not all schools will qualify for, or request the supplemental funding.
    - Total requested is \$21,575,000 for all planning and implementation sub-grantees

- Local assistance funds for Dissemination sub-grants for up to 10 new sub-grants up to \$200,000 each, for a total of \$2,000,000.
- Technology Services Division support for webinars, listserv postings, RFA announcements, and software: \$8,000
- Fixed Costs at 9,900/PY: \$99,000.00

**Indirect Costs: \$ 185,210**

- 23.1 percent of total direct costs, per agreement on file at CDE

**Project Year 3 (August 1, 2018 – July 31, 2019)**

**Total: \$22,569,338**

**Personnel: [REDACTED]**

- This amount reflects the salaries of 5 fully funded CDE employees and 1 partially funded CDE positions, assuming a three percent salary increase for the proposed participants.

**Fringe Benefits: [REDACTED]**

- This amount is figured at 41.75 percent of salaries per the CDE Budget Office projections for fringe benefit rates

**Travel: \$39,100**

- One attendee at the CSP Project Directors' meeting in Washington D.C. (\$3000.00: includes air, ground transportation, hotel, and per diem)
- Two attendees/presenters at the California Charter Schools Association annual conference (\$2500.00 includes registration fees, air and ground transportation, if necessary, and per diem)
- Two attendees/presenters at the Charter Schools Development Center annual conference (\$2500.00 includes registration fees, air and ground transportation, if necessary, and per diem)
- Estimated 7 site and/or monitoring visits to sub-grant sites to monitor program progress (\$5600.00): includes air travel, when needed, ground transportation, mileage, hotel, and per diem for two consultants)

- Two RFA regional trainings, one in Northern California, one in Southern California (\$2500.00 includes air, ground transportation, hotel, and per diem for two people)
- Two in person North/South Training workshops for charter school developers, new grantees, and authorizers (\$2500.00 includes air, ground transportation, hotel, and per diem for two people).
- Two participants/presenters in one regional CARS NET conferences (\$2500.00 includes registration fees, air and ground transportation, if necessary, and per diem for two people).
- 15 peer reviewers travel to Sacramento for the RFA peer review process from various places in California (\$18,000 includes air travel, when needed, ground transportation, mileage, hotel and per diem for three days)

**Equipment: None**

**Supplies: \$14,400**

Supply costs are estimated at:

- General office supplies for a staff of 5, printing, monitoring materials for 7 site visits and desk reviews, postage, copying, and printing training materials, at an average \$1,200 per month for \$14,400 total

**Contractual: \$56,000**

- Facilities rental for two days, for two in person RFA regional trainings in Northern and Southern California at \$1500.00 per day (3000)
- Facilities rental for two days, for two in-person North/South trainings in Northern and Southern California at \$1500.00 per day (3000)

- California State Board of Education oversight for the CSP up to \$50,000

**Construction:** None

**Other: \$21,682,000**

- Local assistance funds for Planning and Implementation sub-grants for up to 50 new sub-grants
  - Virtual schools, typically the smallest applicant group are estimated at less than 10 percent of applicants, funding awards will not exceed \$175,000 (875,000)
  - Classroom and non-classroom based, up to 45, funding levels will be from \$475,000 - \$575,000. Estimated awards totaling \$20,700,000, based on the assumption that not all schools will qualify or request the supplemental funding.
    - Total requested is \$21,575,000 for all planning and implementation sub-grantees
- Technology Services Division support for webinars, listserv postings, RFA announcements, and software: \$8,000.00
- Fixed Costs at 9,900/PY: \$99,000.00

**Indirect Costs: \$186,590**

23.1 percent of total direct costs, per agreement on file at CDE

FY 2016-17 total to fund up to 50 new P/I sub-grants	FY 2017-18 total to fund up to 50 new P/I sub-grants and Up to 10 Dissemination sub-grants	FY 2018-19 total to fund up to 45 new P/I sub-grants
<b>\$22,517,918</b>	<b>\$24,561,987</b>	<b>\$22,569,338</b>

**TTL CSP Funds Requested: \$ 69,649,243**  
**TTL New Charter Schools to fund up to 150**  
**TTL Dissemination Projects to Fund: 10**

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Ms.	First Name: Cindy	Middle Name: S	Last Name: Chan	Suffix:
----------------	----------------------	-------------------	--------------------	---------

Address:

Street1:	1430 N. Street, Suite 5401
Street2:	
City:	Sacramento
County:	
State:	CA: California
Zip Code:	95814
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:


---

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

CA Department of Education for the State Board of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits	164,145.00	169,070.00	174,142.00			507,357.00
3. Travel	34,000.00	52,750.00	39,100.00			125,850.00
4. Equipment	2,670.00	0.00	0.00			2,670.00
5. Supplies	12,000.00	12,000.00	14,400.00			38,400.00
6. Contractual	53,000.00	56,000.00	56,000.00			165,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	21,682,000.00	23,682,000.00	21,682,000.00			67,046,000.00
9. Total Direct Costs (lines 1-8)	22,340,977.00	24,376,777.00	22,382,748.00			69,100,502.00
10. Indirect Costs*	176,941.00	185,210.00	186,590.00			548,741.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)						

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 23.10%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.  
PR/Award # U282A160024

Name of Institution/Organization CA Department of Education for the State Board of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
---	---	--

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524