

# *State Scans: Charter School Markets across the U.S.*

Volume 1 | Issue 2  
April 2018

# California



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*Charter Law Passed  
in 1992*

*1,275 (13%) Charter  
Schools in FY17*

*Over 630,000 (10%)  
Charter School Students*

*Over 160 Charter  
Management  
Organizations*

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## Welcome

High Impact Financial Analysis and presenting sponsor The Community Development Trust are pleased to present the second issue of *State Scans: Charter School Markets across the U.S.* This report is part of a four-issue volume that focuses on the charter school markets in select states including:

- Tennessee (Issue 1, Jan. 2018),
- **California (Issue 2, April 2018),**
- New Jersey (Issue 3, July 2018),
- and a fourth state to be named later in the year (Issue 4, Sept. 2018).

This issue provides a concise and user-friendly compilation of information on California's charter school market. We hope that industry stakeholders including authorizers, operators, lenders, and grant-makers will find in this issue the context they need to support their charter school projects in California.

## Disclaimer

The information and material presented in this report have been assembled for informational purposes only and are not to be used as the basis of an investment or credit decision. The authors of this report do not warrant the accuracy of information contained in this report but have made best efforts to ensure that the information is reliable as of its publication date of April 2018. Laws, regulations, and policies affecting charter schools may change at any time. Users of this report should conduct an independent verification of the matters referenced in this document before making any business decisions.

## Resources

The information contained in this report was collected from an array of publicly available resources. We direct you to the following online resources to further your research:

California Charter Schools Association  
[www.ccsa.org](http://www.ccsa.org)

Center for Education Reform  
[www.edreform.com](http://www.edreform.com)

California State Department of Education  
[www.charterschoolcenter.ed.gov](http://www.charterschoolcenter.ed.gov)

EdSource  
<https://edsources.org>

Education Data Partnership  
[www.ed-data.org](http://www.ed-data.org)

National Alliance for Charter Schools  
[www.publiccharters.org](http://www.publiccharters.org)

Public Policy Institute of California  
[www.ppic.org](http://www.ppic.org)

California Charter Authorizing Professionals  
[www.calauthorizers.org](http://www.calauthorizers.org)

California Legislative Information  
<http://leginfo.ca.gov>

California Assessment of Student Performance and Progress  
<https://caaspp.cde.ca.gov>

National Association of Charter School Authorizers  
[www.qualitycharters.org](http://www.qualitycharters.org)

## Presenting Sponsor

The Community Development Trust ([www.cdt.biz](http://www.cdt.biz)) is a national provider of long-term, first-mortgage financing for charter school facilities. CDT provides loans for the acquisition and refinancing of existing facilities and forward commitments to purchase loans on new, to-be-built facilities upon construction completion. We look forward to expanding our portfolio to serve states, such as California, with sensible charter school regulatory frameworks and improving educational outcomes. For more information, contact Shelly Cleary at (212) 271-5085 or [scleary@cdt.biz](mailto:scleary@cdt.biz).

## Lead Author

High Impact Financial Analysis ([www.highimpactanalysis.com](http://www.highimpactanalysis.com)) helps lenders and investors build and maintain high-performing community development portfolios. High Impact's underwriting, loan review, and consulting services are trusted by over 30 institutions financing charter schools, early care, housing, and other community development projects across the U.S. For more information, contact Peter Schaeffing at (518) 599-0482 or [pschaeffing@highimpactanalysis.com](mailto:pschaeffing@highimpactanalysis.com).



## Charter School Formation

### Authorizers may be one of three bodies:

- Local authorizers: *(approximately 320 active local charter authorizers as of 01/2018)*
  - A majority of charter schools are authorized by their local district. The Los Angeles Unified School District alone authorizes 187 public charter schools.
  - A governing board of an elementary or high school district may approve a charter school that will serve grade levels not served by the district only if the school also proposes to serve all of the grade levels served by the district.
- County authorizers: *(approximately 37 active county charter authorizers as of 01/2018)*
  - A county board of education may approve a charter school if:
    - The pupils to be served would normally be served by the county office of education.
    - The school has been previously denied by a local school district governing board within the county.
    - The school provides countywide services that cannot be provided by a district-approved charter school.
- State authorizer: *(the State Board of Education, an 11-member panel appointed by the Governor of California)*
  - The state may approve a charter school if the school has been previously denied by a local school district and a county board of education, or if the school will provide services of a statewide benefit that cannot be met through the approval of a charter petition by a local charter authorizing entity.

Charter organizations must apply to their authorizer for renewal every five years. Charter schools that are authorized by a school district pay an oversight fee to that school district, which funds the cost of the district conducting school visits, fiscal and academic monitoring, renewal evaluations and other oversight. The fee ranges from 1-3% of revenues.

### Charters must be started with a petition demonstrating parent or teacher support:

- Anyone may develop, circulate and submit a petition to establish a charter school.
- For a new charter school that is not a conversion of an existing public school, charter developers must obtain the signatures of either 50% of the teachers meaningfully interested in teaching at the school, or 50% of the parents of pupils expected to enroll at the school.
- For a charter school that is a conversion of an existing public school, the petition must collect signatures of 50% of the teachers at the school to be converted.
- A school district may convert all of its schools to charter schools if 50% of the teachers within the school district sign the charter petition, the petition specifies the alternative attendance arrangements for pupils residing within district who choose not to attend charter schools, and the petition meets other requirements in Education Code (EC) Section 47605(b)(c)(d)(e) and (f).
- The following restrictions apply regarding the establishment of charter schools:
  - A new charter school may only be located in the district that approves it.
  - Private schools cannot be converted into public charter schools.
  - Charter schools must have a plan for achieving a racial and ethnic balance among pupils that is reflective of the general population in the district.
  - Charter schools must commence instruction between July 1 and September 30.

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*California capped the number of charter schools at 1,250 for the 2009 fiscal year. The cap increases by 100 each July 1.*

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*Petitions with signatures from parents or teachers expressing interest in the new school is the required first step in starting a charter school.*

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- The local governing board must hold a public hearing for the proposed charter within 30 days of receipt of the completed petition and must approve or deny the charter within 60 days of receipt of the petition (though this can be extended).

### A charter petition may be denied if:

- The charter school presents an unsound educational program.
- The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- The petition does not contain the required number of signatures.
- The petition does not contain reasonably comprehensive descriptions of the 15 required charter elements set forth in the California Education Code Section 47605.

## Policy

There are two types of charter schools in California:

- **Dependent / Semi-Autonomous:** Charter schools that are operated by school districts and have limited autonomy and flexibility compared to other charter schools. Roughly 330 charters (26%) are semi-autonomous. These schools:
  - Are funded and function similarly to traditional district schools.
  - Have governance councils made up of parents and teachers that act in an advisory capacity and have no independent board of directors.
  - Are bound by local teachers' union collective bargaining agreements.
  - Purchase services from the district, hire district teachers and participate in programs and professional development offered by the district.
  - Adhere to district policies except for specific areas described in the respective charters such as philosophy, curriculum, pedagogy, or governance.
  - Receive free district facilities funded through the district.
- **Independent:** Most charters (945 or 74%) are independent. These schools have the fullest autonomy and flexibility permitted by the law, but receive less organizational support from their respective school districts. Of the 945 independent schools, 34 (3.6%) are operated by for-profit organizations that enroll 25,000 students. These schools:
  - Are not bound by local teachers' union collective bargaining agreements.
  - Are governed by an independent board of directors.
  - May choose to receive funding through the district or the state.
  - Receive limited facilities and/or other infrastructure support from the district.

While California has one of the largest populations of charter schools in the nation, there is pushback on the growth of charter schools from some groups in the state, most notably the National Education Association with support from the American Civil Liberties Union and the California School Boards Association. Issues revolve around funding and accountability, as is typical in many policy discussions nationwide surrounding charter schools. The California School Boards Association has been working to convince the state legislature to pass laws that would limit charter school growth and create firmer state laws around discipline and enrollment. While some of these bills have successfully made it through the state legislature, they have been vetoed by the past two governors, Arnold Schwarzenegger (R) and Jerry Brown (D). California charters also benefit from the effective advocacy work of the California Charter Schools Association (CCSA). In addition to its role as an advocate for high quality charter schools and charter school policy, CCSA's political action group has increased its fundraising and campaign contributions to state and local candidates that support school choice.

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*74% of charter schools are independent, having the fullest autonomy and flexibility permitted by the law.*

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*Charter school funding in California is determined by average daily attendance, not enrollment.*

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## Funding

### Basic Funding

- In California, charter schools are funded under the Local Control Funding Formula (LCFF), which allocates state and local tax dollars to public education agencies on a per pupil basis by grade level. Additional funding is provided for students with high needs including low-income individuals, English learners and foster youth.
- Funding is provided based on average daily attendance, not enrollment.
- The LCFF was introduced in 2013-14 to address disparities in funding and improve outcomes for high-need students. The change added supplemental and concentration grants to the formula to bring additional funding to high-need students.
  - The LCFF, which originally called for \$18 billion of additional funding to schools, is being phased in over an estimated period of eight years.
  - Concentration grants, which are based on a school's percentage of high-need students, are capped for charter schools by a formula that uses the lesser of their own percentage of high-need students or their school district's percentage of high-need students.

### Facilities

Proposition 39, approved in 2000, requires school districts to provide "reasonably equivalent" facilities to charter schools.

- The process for applying for facilities under Proposition 39 is lengthy. Applicants may be advised of the location and amount of space allocated for use in the late spring, a few months before the start of the school year. As a result, charters seeking facilities through Proposition 39 often pursue alternative private facilities as well. Under Proposition 39:
  - Charters are able to access facilities at a fraction of the cost of securing a private facility. Further, charters avoid the risk associated with building construction or tenant improvements.
  - Districts are required to provide classrooms, specialized classrooms and non-classroom space.
  - Charters are free to contract their own ongoing maintenance and operations services. However, districts sometimes require that charters use the district's own services as a condition of occupancy.
  - Lease agreements are for one-year terms. The CCSA is currently advocating to create a process for charter schools to obtain long-term leases on district sites.
- Some charters currently opt to lease private facilities for the security provided by a multi-year lease. However, depending on the neighborhood, space may be difficult to find, and private sites may cost substantially more and require the charter school to invest in physical improvements. This is a particularly large challenge in high-rent areas including the Bay Area, where charter school growth has been slowed by the lack of affordable facilities.

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*In FY17, the Charter School Revolving Fund operated by the California State Treasury awarded \$9.23 million of loans to 37 schools.*

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## Facility Funding

- Charter schools pay for facilities out of their general per pupil funds.
- The state of California has programs to help charter schools rent, build or improve facilities. These include:
  - The Charter School Facility Grant Program (Senate Bill 740) established in 2001 is a noncompetitive program that provides eligible charter schools with funding for remodeling, deferred maintenance and improvements to existing facilities. Charter schools are awarded the lesser of \$1,117 per unit of classroom-based average daily attendance, or 75% of their annual facility rent.
  - The California School Financing Authority (CSFA) and Office of Public School Construction (OPSC) jointly administer the Charter School Facilities Program, which provides low-cost financing for charter school facilities. Funds from this source have been fully allocated and are not available for new projects at this time. Projects receive 50% of their costs in the form of a state grant, and the school is responsible for the balance of project costs through either a lump sum matching payment or a long-term loan from the state.
  - CSFA also administers the State Charter School Facilities Incentive Grants Program, a competitive grant to assist charter schools in meeting their facility needs. Funds may be used toward a charter school's cost of rent or debt service payments for existing or new facilities, or toward the costs associated with the purchase or acquisition of land for the design, construction or renovation of a facility.
  - The California State Treasury's Charter School Revolving Loan Fund provides low-interest loans of up to \$250,000 to new charter schools for startup costs or other uses that support the school's mission. This fund is available to any charter that is not a conversion of an existing public school and that has not yet completed the full term of its initial charter. In FY17, the fund awarded a total of \$9.23 million of funds to 37 schools for loan terms ranging from two to five years.

## Attendance

- Charter schools are open to all children. If there are more students who want to attend than there are seats available, a charter school is required by law to hold a lottery to select students. Many charters have waitlists and may admit more students from the waitlist as spots become available.
- As schools of choice, charter schools are open to any student who wants to apply, regardless of where he or she lives, space permitting. Preference may be given to students residing in the school district and, for conversions, students previously enrolled at the school.
- Authorizers can allow additional enrollment preferences on an individual school basis if consistent with state law.

## Closures

Each charter agreement must contain a description of the procedures to be used if the school closes including a final audit, plans for disposing of all assets, and maintenance and transfer of pupil records.

The chart below depicts charter school closures from FY14 through FY17:

Closure Reason	Charters Opened (FY17)	Charters Closed (FY17)	Charters Opened (FY16)	Charters Closed (FY16)	Charters Opened (FY15)	Charters Closed (FY15)	Charters Opened (FY14)	Charter Closed (FY14)
Nonrenewal		14		5		3		12
Renewal not granted		0		0		4		0
Revocation		3		1		3		0
Suspended		2		0		0		0
<i>Involuntary Closures of Operating Schools</i>		<u>19</u>		<u>6</u>		<u>10</u>		<u>12</u>
Voluntary closure		27		29		29		20
No longer a charter		2		0		3		0
Opened under new charter		0		0		0		5
Charter never opened		3		0		5		4
<b>Total</b>	<b>45</b>	<b>51</b>	<b>48</b>	<b>35</b>	<b>52</b>	<b>47</b>	<b>67</b>	<b>41</b>

<https://www.cde.ca.gov/sp/cs/lr/csclosurerules.asp>

## Reporting and Testing

### Annual Financial Reporting

Charters are required to submit budgets and interim reports to their authorizer for review and must undergo an annual independent financial audit with oversight from their authorizer. Year-end financial reporting is due to each charter school's authorizing agency on or before September 15 each year. The data is then forwarded to and reviewed by the county office of education and the California Department of Education.

Authorizers are required to review financial reports and accountability plans and have the authority to conduct audits to determine whether or not a charter school should be renewed at the end of its term. Authorizers have the authority to revoke a charter school for law violations, financial mismanagement or if the school is not meeting pupil academic outcomes or charter terms.

### Annual Accountability Reporting

By Feb 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC) containing information about its condition and performance. Additional information about SARC can be found at: [www.sarconline.org](http://www.sarconline.org). Under the LCFF, all local educational agencies including school districts, county offices of education and charter schools are required to prepare a Local Control and Accountability Plan (LCAP). This plan addresses annual school-specific goals for all students, and specific goals to address how state and local priorities are intended to be met.

Year-end financial reporting is due to each charter school's authorizing agency on or before September 15 annually.

## New Academic Performance Measures

- In 2014, California introduced a new assessment system to align with the Common Core State Standards, known as the California Assessment of Student Performance and Progress (CAASPP). This assessment system replaced the Academic Performance Indicator (API), which had been in use from 1999-2013. The CAASPP includes tests for English Language Arts (ELA) and Math and is also referred to as Smarter Balanced (SB) Assessments.
  - These tests, which were first administered in 2015 to students in grades 3-8 and 11, are now administered each spring to all students except those whose Individual Educational Plan (IEP) requires alternative assessments, those whose parents opt out, and English learners who are in their first 12 months of attending school in the United States.
  - These tests are adaptive, becoming increasingly or decreasingly difficult based on the answer to the previous question.
  - California Alternate Assessments (CAAs) are the equivalent online tests for students with IEPs.
- Students receive an overall score between 2,114 and 2,795 for ELA and between 2,189 and 2,862 for Math. These scores fall into the following achievement levels:
  - Level 4 - Standard Exceeded: the student has surpassed the achievement standard and demonstrated advanced progress toward mastering the skills and knowledge necessary to succeed in future coursework.
  - Level 3 - Standard Met: the student has made progress and met the achievement standard for their grade level.
  - Level 2 - Standard Nearly Met: the student is close to meeting the achievement standard and may need further development to demonstrate skills and knowledge required for future coursework.
  - Level 1 - Standard Not Met: The student did not meet the grade-level achievement standard and must improve substantially to demonstrate the skills and knowledge needed to succeed in future coursework.

## Additional Metrics to Assess School Performance

### California School Dashboard

- On March 15, 2017, the State Board of Education and the California Department of Education launched a new accountability system to replace the Academic Performance Index (API).
  - The new integrated system focuses on student group performance using state indicators (data collected by the state) and local indicators (data collected by districts and charter schools).
  - State indicators include chronic absenteeism, suspension rates (K-12), English learner progress (1-12), graduation rates (9-12), college and career readiness (9-12), ELA (3-8,11) and Math (3-8,11).
- During the development process for this new measure, the State Board of Education suspended the calculation of API for local education agencies and schools. As such, the last API report was produced in 2013 and data was not reported for the 2014 and 2015 academic years. Academic performance data presented later in this report was pulled from the Fall 2017 dashboard, which reports data from testing conducted in the 2015-16 school year.

These metrics can be found at the end of this report in the appendix. The dashboard can be found at: <https://www.caschooldashboard.org>.

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*In 2017, the State Board of Education launched a new integrated accountability system to replace the Academic Performance Index.*

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# Enrollment Information

## Demographic Data

Demographic information from the California Department of Education for the 2015 to 2017 academic years are provided below.

2015-2017 Demographic Information for Charter Schools and Non-Charter Schools						
<i>Ethnicity</i>	Non-Charter 2016-17	Charter 2016-17	Non-Charter 2015-16	Charter 2015-16	Non-Charter 2014-15	Charter 2014-15
Not Reported	1%	1%	1%	1%	1%	1%
American Indian or Alaska Native, Not Hispanic	1%	1%	1%	1%	1%	1%
Asian, Not Hispanic	9%	5%	9%	5%	9%	5%
Pacific Islander, Not Hispanic	0%	0%	1%	0%	1%	0%
Filipino, Not Hispanic	3%	2%	3%	2%	3%	2%
Hispanic or Latino	54%	52%	54%	51%	54%	50%
African American, not Hispanic	5%	8%	6%	8%	6%	8%
White, Not Hispanic	23%	27%	24%	28%	24%	29%
Two or More Races, Not Hispanic	3%	4%	3%	4%	3%	3%

2015-2017 Other Demographic Information for Charter Schools and Non-Charter Schools						
<i>Other Demographics</i>	Non-Charter 2016-17	Charter 2016-17	Non-Charter 2015-16	Charter 2015-16	Non-Charter 2014-15	Charter 2014-15
Economically Disadvantaged	60%	59%	62%	59%	62%	58%
Limited English Proficiency	22%	19%	22%	19%	23%	19%
Students with Disabilities	11%	10%	11%	10%		

## Counties and Districts with the Highest Number of Charter Schools




The tables below list the 10 counties and districts with the highest number of active charter schools as of the 2016-17 school year.

Top 10 Counties with the Highest Number of Charter Schools		
County	Charter Count	Non-Charter Count
Los Angeles	373	1,953
San Diego	125	658
Santa Clara	65	366
Alameda	59	356
Sonoma	56	131
Sacramento	49	349
San Joaquin	45	201
San Bernardino	38	532
Fresno	35	323
Orange	28	601
<b>Total</b>	<b>873</b>	<b>5,470</b>

Top 10 Districts with the Highest Number of Charter Schools		
District	Charter Count	Non-Charter Count
Los Angeles Unified <i>(Los Angeles County)</i>	277	743
San Diego Unified <i>(San Diego County)</i>	48	177
Oakland Unified <i>(Alameda County)</i>	35	94
Santa Clara County Office of Education <i>(Santa Clara County)</i>	22	3
Los Angeles County Office of Education <i>(Los Angeles County)</i>	18	24
Acton-Agua Dulce Unified <i>(Los Angeles County)</i>	17	3
Sacramento City Unified <i>(Sacramento County)</i>	15	70
San Francisco Unified <i>(San Francisco County)</i>	14	113
Stockton Unified <i>(San Joaquin County)</i>	14	50
New Jerusalem Elementary <i>(San Joaquin County)</i>	13	1
<b>Total</b>	<b>473</b>	<b>1,278</b>

# Academic Performance

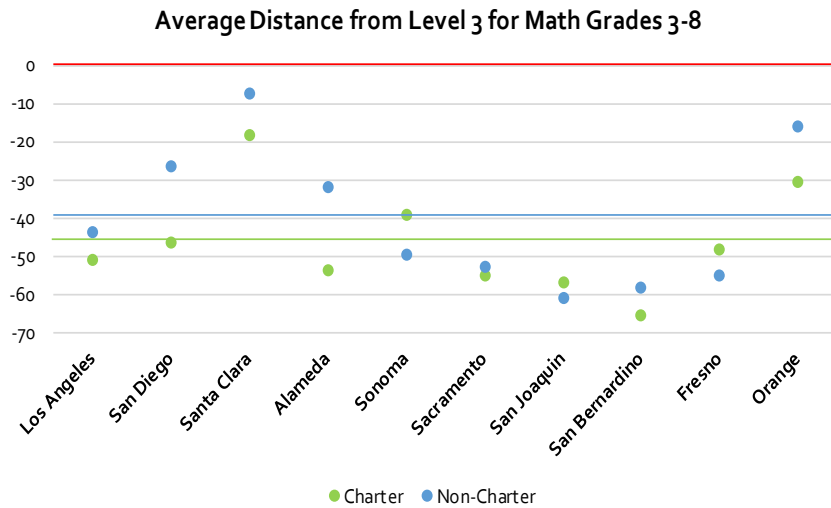
School-level CAASPP performance is measured as the average distance students are from Level 3 – Standard Met. The lines in the graphs below are explained as follows:

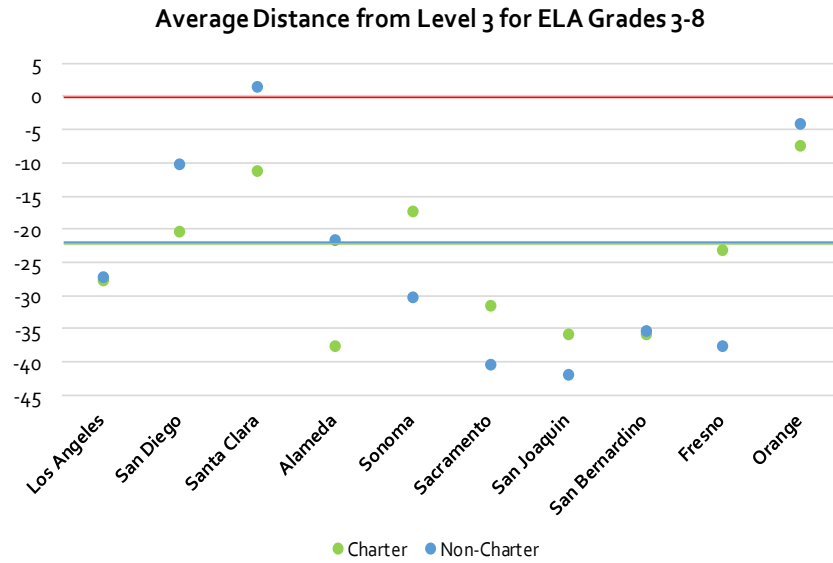
Graph Line	Representation	Explanation
Red Line 	Level 3 Baseline	Level 3 is represented by zero and serves as the baseline to determine how far away charter and non-charter performance is from the standard. <i>Dots above the red line indicate that the average student scores higher than Level 3, and dots below the red line indicate that the average student scores lower than Level 3.</i>
Blue Line 	Average Non-Charter School Student Performance	How far above or below students in non-charter schools are, on average, from the Level 3 baseline.
Green Line 	Average Charter School Student Performance	How far above or below students in charter schools are, on average, from the Level 3 baseline.

All data in this section are based on Spring 2017 CAASPP performance from the Fall 2017 California Department of Education data release.

## Top 10 Counties with the Highest Number of Charter Schools

In Math in grades 3-8, charters outperformed non-charters in 3 of the top 10 charter counties. In ELA in grades 3-8, charters outperformed non-charters in 4 out of the top 10 charter counties. In two counties, including the largest (Los Angeles County), scores were virtually even.





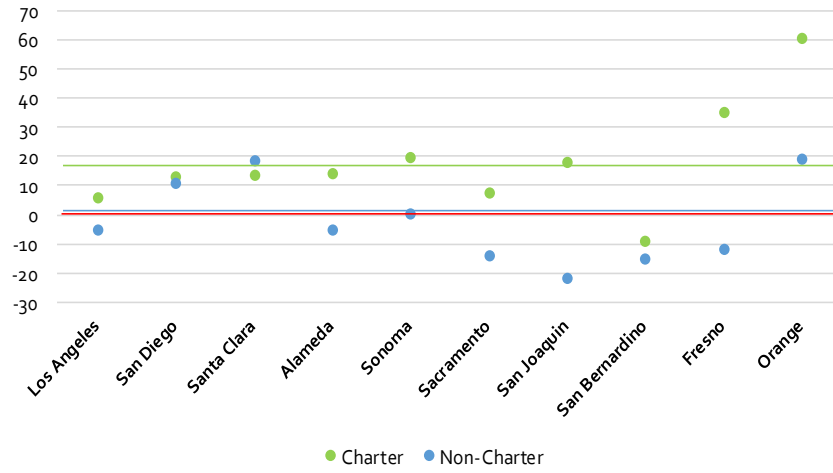
California also tracks school performance based on average student improvement year-over-year as shown in the table below. By this measure, charters outperformed non-charters in 2 out of the top 10 counties in ELA and 1 out of the top 10 counties in Math. There were three ties in total. Further, in this longitudinal analysis, Sonoma County reported equivalent levels of improvement in Math and ELA. Orange County charter schools surpassed non-charters in ELA, but students in non-charters showed more improvement in Math.

Grades 3-8 ELA and Math Improvement Status in the Top 10 Charter Counties				
County	Grades 3-8 ELA Status		Grades 3-8 Math Status	
	Charter	Non-Charter	Charter	Non-Charter
Los Angeles	1.7	1.7	1.6	1.7
San Diego	1.7	2.0	1.6	2.0
Santa Clara	2.0	2.3	2.1	2.4
Alameda	1.6	2.0	1.6	2.1
Sonoma	1.5	1.4	1.5	1.4
Sacramento	1.5	1.6	1.4	1.7
San Joaquin	1.5	1.6	1.5	1.5
San Bernardino	1.3	1.6	1.2	1.5
Fresno	1.6	1.6	1.5	1.6
Orange	1.9	1.6	1.8	2.2

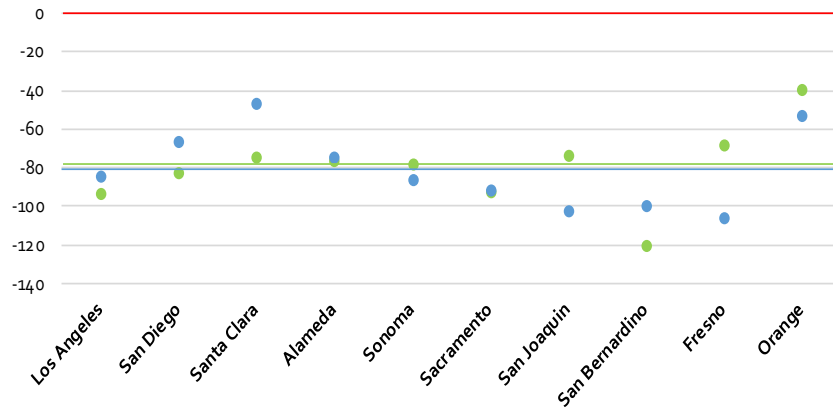
1 = Very Low    2 = Low    3 = Medium    4 = Increased    5 = Increased Significantly

By the 11<sup>th</sup> grade, charter outcomes improve notably in ELA. Charters outperformed non-charters in 9 out of 10 counties in grade 11 ELA, and 4 out of 10 counties in grade 11 Math. Student improvement is not measured in grade 11.

Average Distance from Level 3 for ELA Grade 11



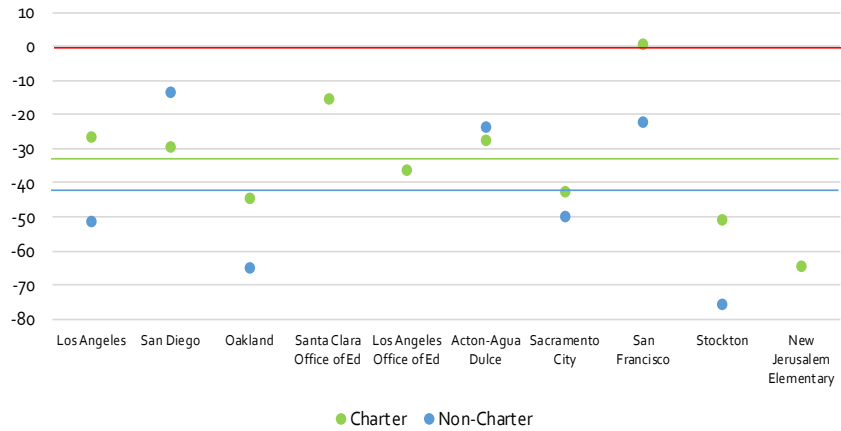
Average Distance from Level 3 for Math Grade 11



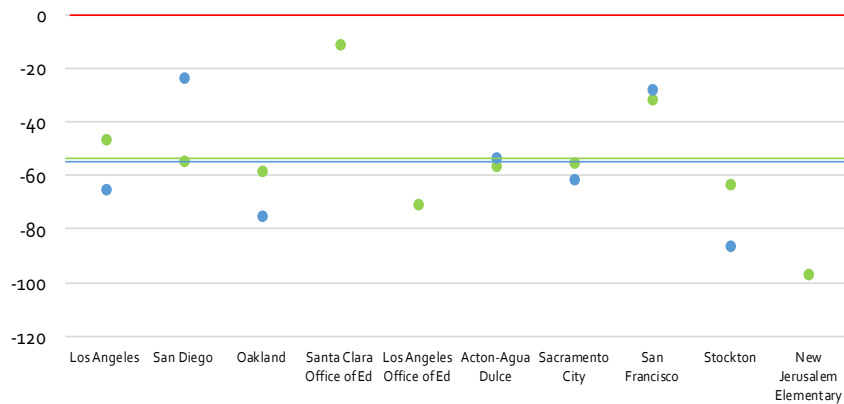
### Top 10 Districts with the Highest Number of Charter Schools

Using the same results and methodology as above, the data below reflect seven districts that include both charter and non-charter schools. Santa Clara County Office of Education, Los Angeles County Office of Education and New Jerusalem Elementary District are also included in the data, but they have authorized charter schools but do not manage non-charter schools. Charters outperform non-charters in 5 out of the 7 top 10 districts with both charter and non-charter schools in the district in grades 3-8 ELA. In grades 3-8 Math, charters outperformed non-charters in and 4 out of 7 districts.

Average Distance from Level 3 for ELA Grades 3-8



Average Distance from Level 3 for Math Grades 3-8



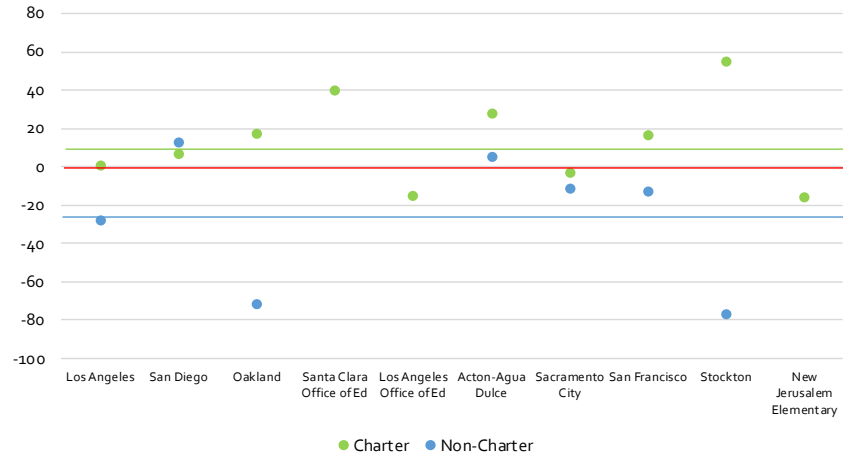
Average student improvement by district over time is shown in the table below. Based on this metric, charters outperformed non-charters in 5 out of the top 7 districts in grades 3-8 ELA and 4 out of the top 7 districts in grades 3-8 Math. Although charters have higher student improvement than non-charters overall, the ratings are predominantly less than 2, indicating very low to low improvement.

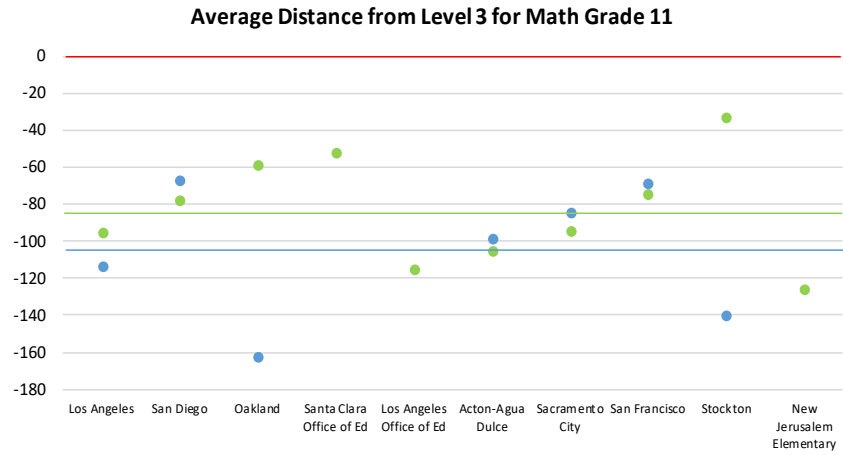
Grades 3-8 ELA and Math Improvement Status in the Top 10 Districts with the Highest Number of Charter Schools				
District	Grades 3-8 ELA Status		Grades 3-8 Math Status	
	Charter	Non-Charter	Charter	Non-Charter
Los Angeles Unified	1.7	1.3	1.7	1.4
San Diego Unified	1.6	2.0	1.6	2.1
Oakland Unified	1.4	1.2	1.5	1.3
Santa Clara County Office of Education	1.8	N/A	2.1	N/A
Los Angeles County Office of Education	1.6	N/A	1.4	N/A
Acton-Agua Dulce Unified	1.4	1.3	1.3	1.1
Sacramento City Unified	1.3	1.4	1.3	1.6
San Francisco Unified	2.1	1.8	1.9	2.0
Stockton Unified	1.4	1.1	1.5	1.2
New Jerusalem Elementary	0.9	N/A	0.8	N/A

1 = Very Low    2 = Low    3 = Medium    4 = Increased    5 = Increased Significantly

*Charters in the LA Unified School District outperform non-charters in Math and ELA in Grades 3-8 and 11.*

Average Distance from Level 3 for ELA Grade 11





Charters outperformed non-charters in 6 out of 7 districts with charters and non-charters in grade 11 ELA. Charters outperformed non-charters in 3 out of 7 districts in grade 11 Math.

The academic results above show that charters outperform non-charters in some geographies, subjects, and grades. However, the inconsistent performance of charter schools helps explain California's relatively high closure rate. The results also show that both charters and non-charters struggle to bring students above the 'Met Expectations' line, on average, which strongly indicates a need for more resources to support the expansion of successful charter schools.



# Appendix

## Measuring Success

The criteria presented in Tables 1 – 4, below, correspond to the outcomes for the districts and counties with the largest number of charter schools, which are presented in Tables 5 and 6. This information was taken from the Fall 2017 dashboard, which reports data from testing conducted in the 2015-16 school year.

The college and career readiness indicator relates to the 2013-14 (Class of 2014) graduation cohort, which is the most recent data available. The status levels for this indicator are:

**Table 1: College and Career Readiness Indicator**

Status Level	Number	Status Cut Score
Very Low	1	Percent of "Prepared" students is less than 10%
Low	2	Percent of "Prepared" students is 10% to less than 25%
Medium	3	Percent of "Prepared" students is 25% to less than 45%
High	4	Percent of "Prepared" students is 45% to less than 60%
Very High	5	Percent of "Prepared" students is less than 60%

*California School Dashboard Technical Guide 2016-17 School Year*

The English Learner (EL) Progress Indicator is based on 2015 and 2016 test data and uses the following criteria:

**Table 2: English Learner Progress Indicator**

Status Level	Number	Status Cut Score
Very Low	1	Less than 60% of EL students increased at least one California English Language Development Test (CELDT) level or were reclassified.
Low	2	60% to less than 67% of EL students increased at least one CELDT level or were reclassified.
Medium	3	67% to less than 75% of EL students increased at least one CELDT level or were reclassified.
High	4	75% to less than 85% of EL students increased at least one CELDT level or were reclassified.
Very High	5	85% or more EL students increased at least one CELDT level or were reclassified.

*California School Dashboard Technical Guide 2016-17 School Year*

The Graduation Rate Indicator is the current four-year cohort graduation rate. The data presented are based on the 2014-15 (Class of 2015) four-year graduation cohort, the most recent data available. The chart below explains the terms that correlate with the numbers in the table:

Status Level	Number	Status Cut Score
Very Low	1	Graduation rate is less than 67%
Low	2	Graduation rate is 67% to less than 85%
Medium	3	Graduation rate is 85% to less than 90%
High	4	Graduation rate is 90% to less than 95%
Very High	5	Graduation rate is 95% or greater

*California School Dashboard Technical Guide 2016-17 School Year*

Suspension rates were based on 2014-15 data and are determined using the following criteria:

Status Level	Number	Elementary School District	High School District	Unified School District
Very Low	1	Suspension rate is 0.5% or less.	Suspension rate is 1.5% or less.	Suspension rate is 1.0% or less.
Low	2	Suspension rate is greater than 0.5% to 1.5%.	Suspension rate is greater than 1.5% to 3.5%.	Suspension rate is greater than 1.0% to 2.5%.
Medium	3	Suspension rate is greater than 1.5% to 3.0%.	Suspension rate is greater than 3.5% to 6.0%.	Suspension rate is greater than 2.5% to 4.5%.
High	4	Suspension rate is greater than 3.0% to 6.0%.	Suspension rate is greater than 6.0% to 9.0%.	Suspension rate is greater than 4.5% to 8.0%.
Very High	5	Suspension rate is greater than 6.0%.	Suspension rate is greater than 9.0%.	Suspension rate is greater than 8.0%.

*California School Dashboard Technical Guide 2016-17 School Year*

Other Data for the Top 10 Counties with the Highest Number of Charter Schools								
	College/Career Readiness		English Learner Progress		Graduation Rate		Suspension Rate	
	Charter	Non-Charter	Charter	Non-Charter	Charter	Non-Charter	Charter	Non-Charter
Los Angeles	1.4	1.7	3.1	3.3	1.4	2.0	2.6	2.8
San Diego	1.1	1.8	2.9	3.3	1.2	1.9	2.6	2.4
Santa Clara	1.4	2.1	3.7	3.8	1.1	2.3	2.2	2.6
Alameda	1.4	1.9	3.4	3.4	1.3	2.0	2.1	2.5
Sonoma	0.7	1.4	2.7	3.0	0.7	1.8	2.1	1.9
Sacramento	1.1	1.7	2.6	3.2	1.4	2.2	2.4	1.7
San Joaquin	1.0	1.5	3.1	3.3	1.1	2.2	2.4	1.7
San Bernardino	0.8	1.5	2.6	3.3	1.2	2.1	2.4	2.2
Fresno	0.9	1.5	2.5	3.2	0.9	2.1	2.3	1.9
Orange	1.2	2.1	3.4	3.7	1.2	2.6	2.5	2.5

Table 6								
Other Data for the Top 10 Districts with the Highest Number of Charter Schools								
	College/Career Readiness		English Learner Progress		Graduation Rate		Suspension Rate	
	Charter	Non-Charter	Charter	Non-Charter	Charter	Non-Charter	Charter	Non-Charter
Los Angeles Unified	1.5	1.4	3.3	3.2	1.6	1.3	2.6	3.2
San Diego Unified	1.3	1.8	3.3	3.3	1.6	2.0	2.2	2.4
Oakland Unified	1.6	1.3	3.2	2.6	1.3	1.0	1.8	2.1
Santa Clara County Office of Education	1.5	N/A	3.7	N/A	1.1	N/A	2.1	N/A
Los Angeles County Office of Education	1.5	N/A	2.3	N/A	1.0	N/A	2.3	N/A
Acton-Agua Dulce Unified	0.4	1.0	2.1	2.8	0.5	1.8	2.9	2.3
Sacramento City Unified	1.0	1.7	2.0	2.9	1.4	1.9	1.7	1.9
San Francisco Unified	1.4	1.8	3.5	3.0	1.7	1.8	1.9	3.0
Stockton Unified	1.5	1.1	3.3	3.4	1.4	1.4	2.4	1.5
New Jerusalem Elementary	0.5	N/A	2.4	N/A	0.7	N/A	2.7	1.8

## Academic Data for Select Areas

Student performance based on the SB and CAA ELA and Math assessments for the 2014-15 and 2015-16 school years for the select areas are presented below. These areas were selected based on the large population of charter schools:

- Los Angeles County
- Sacramento County
- Fresno County
- Oakland Area (Including Oakland District, Oakland Charter Academy, Oakland Charter High, Oakland Military Institute, College Prep, Oakland School for the Arts, Oakland Unified School District, Oakland Unity High and Oakland Unity Middle.)

For additional demographic information relating to these areas, please visit:

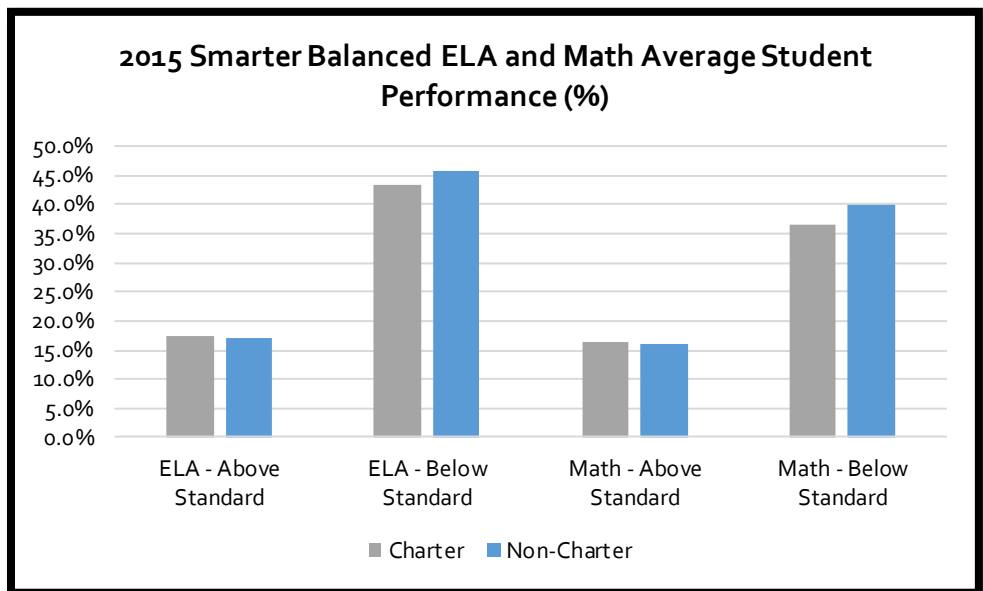
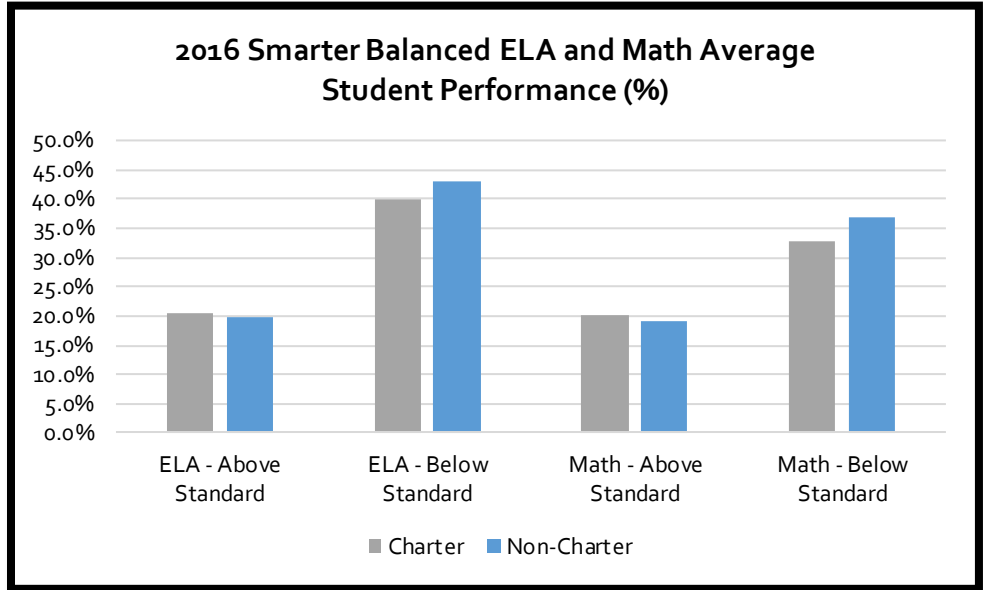
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# Los Angeles County

Los Angeles County Charter Schools					
	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Total</b>	293	323	349	359	367
Los Angeles County Charter Enrollment					
<b>Total</b>	157,675	179,288	189,973	199,863	207,833

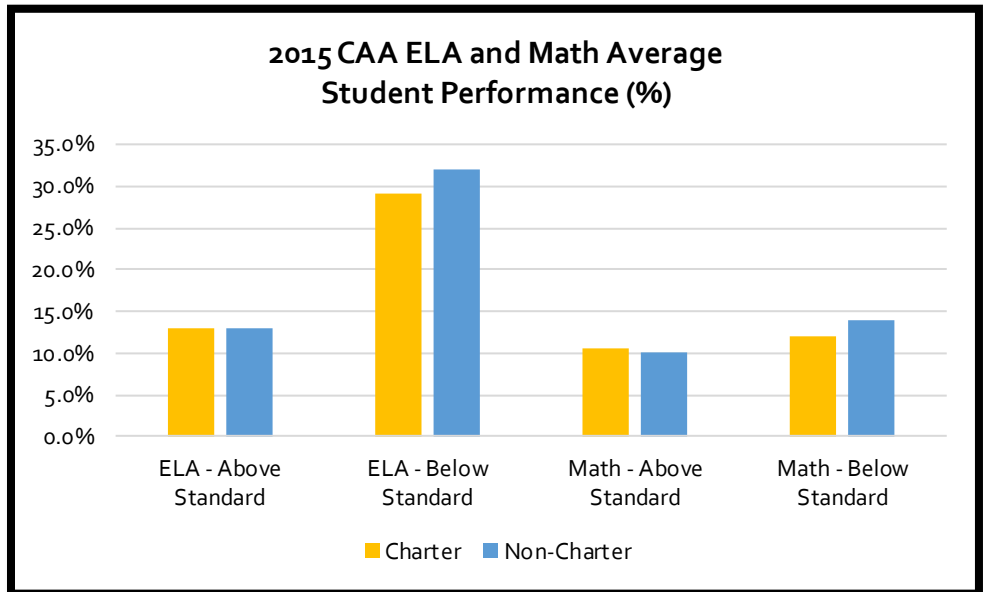
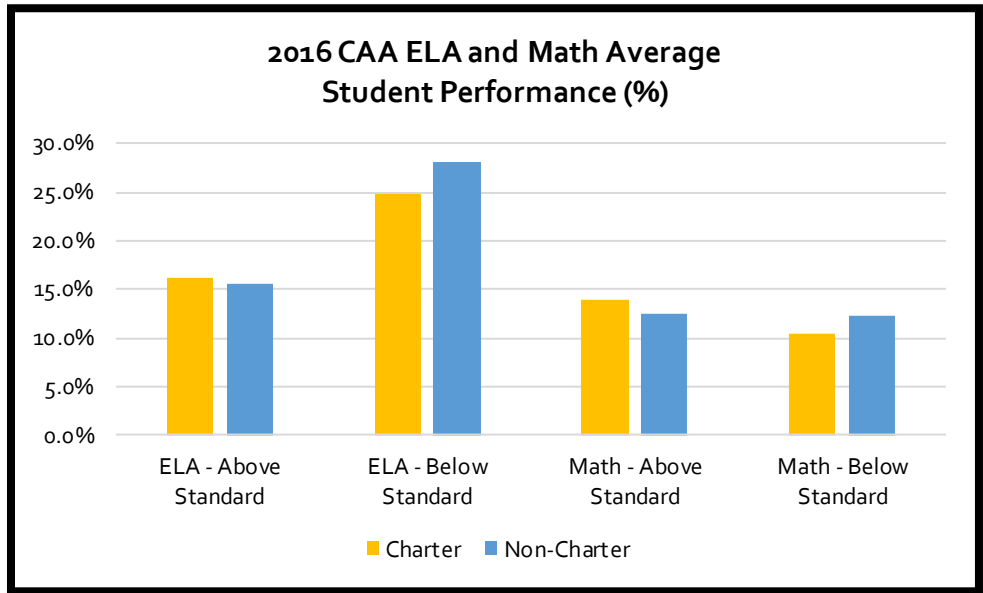
www.ed-data.org

Note: Smarter Balanced Assessments are testing for students in grades 3 through 8 and grade 11. These are full length summative tests for both ELA and Math.



## Los Angeles County (Continued)

*Note: California Alternate Assessments (CAAs) are alternative tests provided to students with the most significant cognitive disabilities and whose individualized education program (IEP) has designated the use of an alternative assessment on statewide summative assessments.*

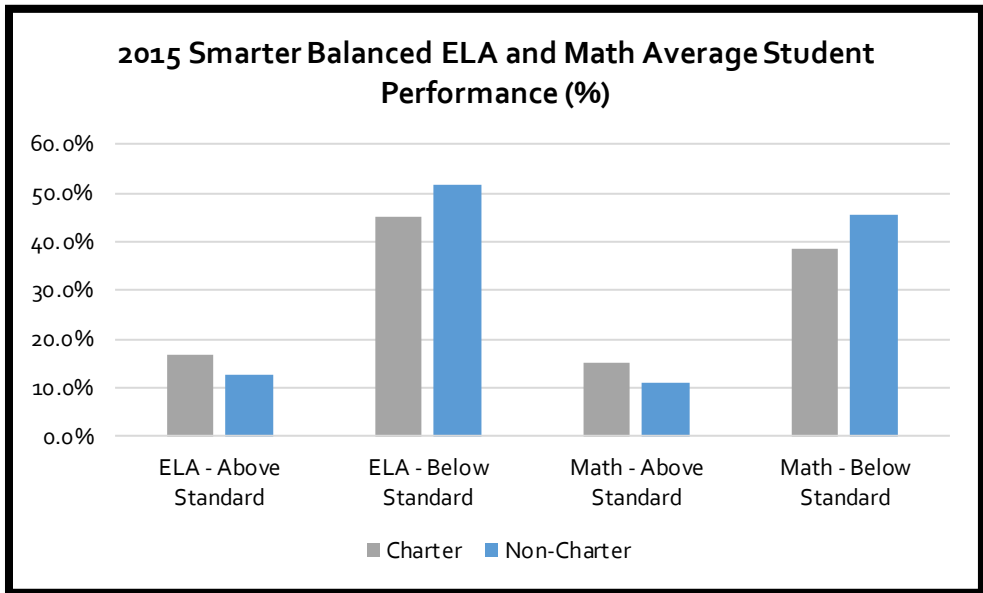
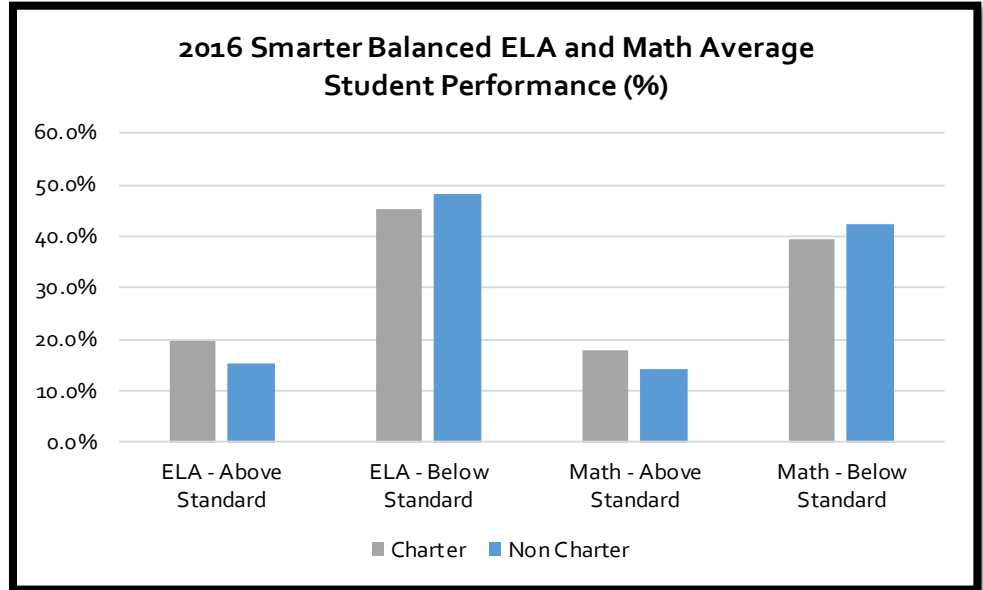


# Fresno County

Fresno County Charter Schools					
	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Total</b>	35	37	36	35	34
Fresno County Charter Enrollment					
<b>Total</b>	11,064	11,573	11,319	11,085	11,621

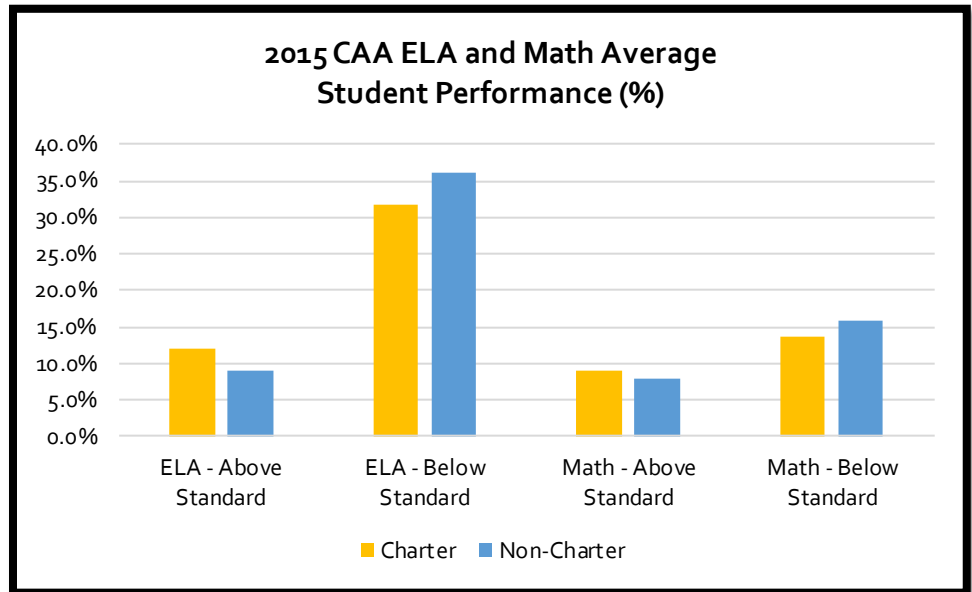
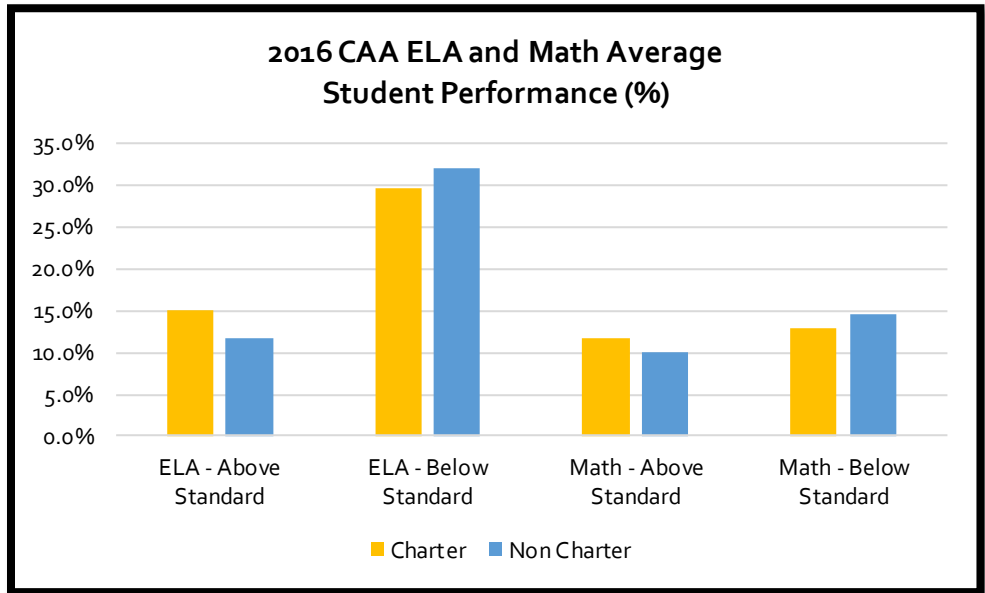
www.ed-data.org

Note: Smarter Balanced Assessments are testing for students in grades 3 through 8 and grade 11. These are full length summative tests for both ELA and Math.



## Fresno County (Continued)

Note: California Alternate Assessments (CAAs) are alternative tests provided to students with the most significant cognitive disabilities and whose individualized education program (IEP) has designated the use of an alternative assessment on statewide summative assessments.

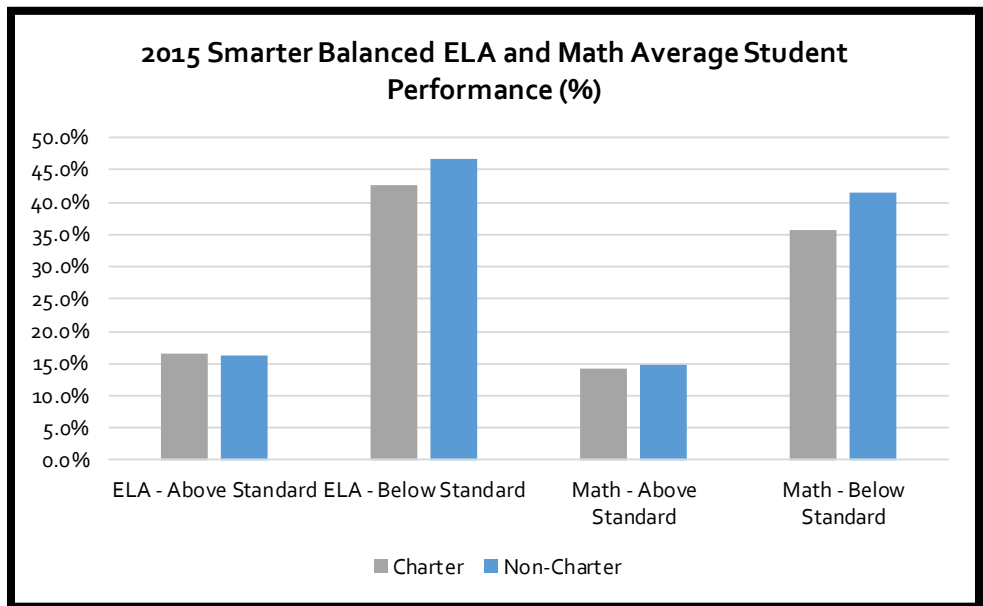
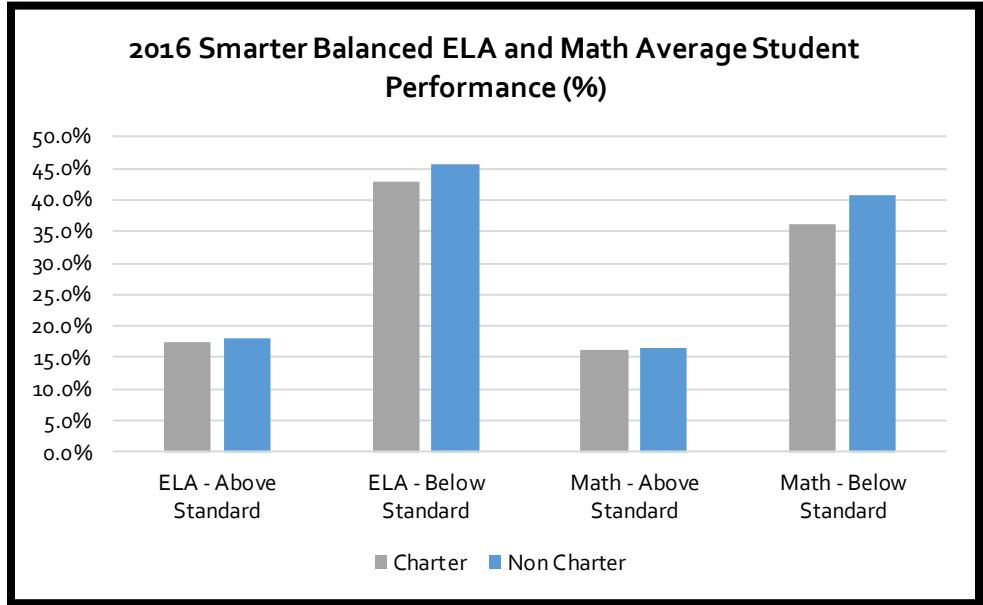


# Sacramento County

Sacramento County Charter Schools					
	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Total</b>	40	44	46	49	49
Sacramento County Charter Enrollment					
<b>Total</b>	24,207	26,620	28,070	29,439	31,088

[www.ed-data.org](http://www.ed-data.org)

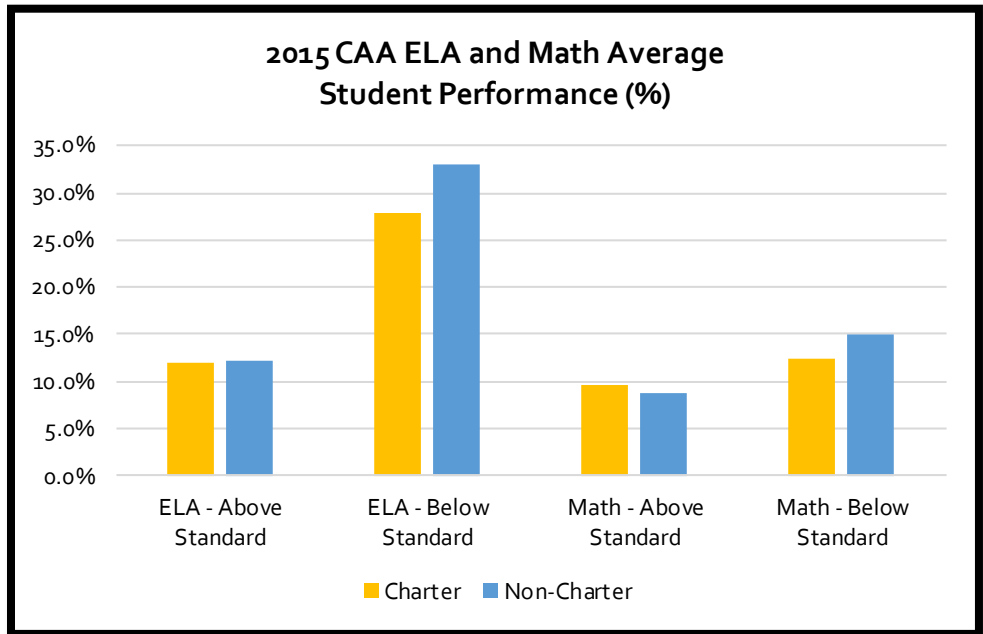
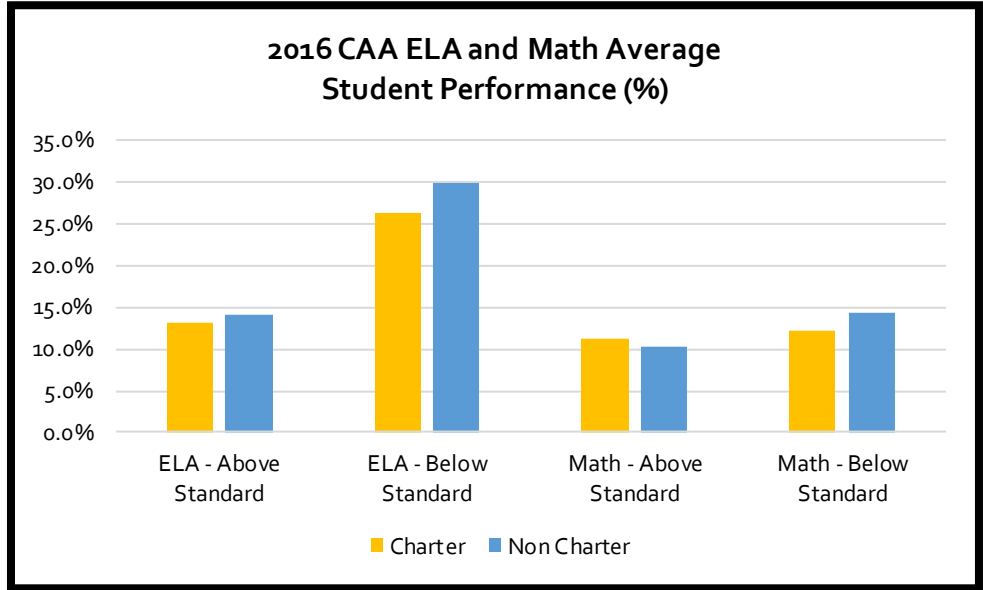
Note: Smarter Balanced Assessments are testing for students in grades 3 through 8 and grade 11. These are full length summative tests for both ELA and Math.





## Sacramento County (Continued)

Note: California Alternate Assessments (CAAs) are alternative testing provided to students with the most significant cognitive disabilities and whose individualized education program (IEP) has designated the use of an alternative assessment on statewide summative assessments.

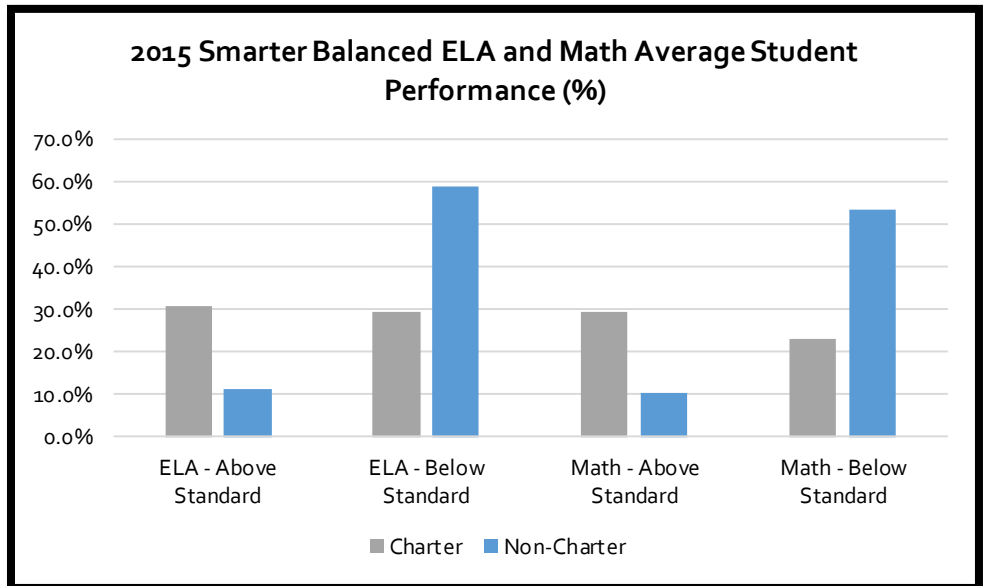
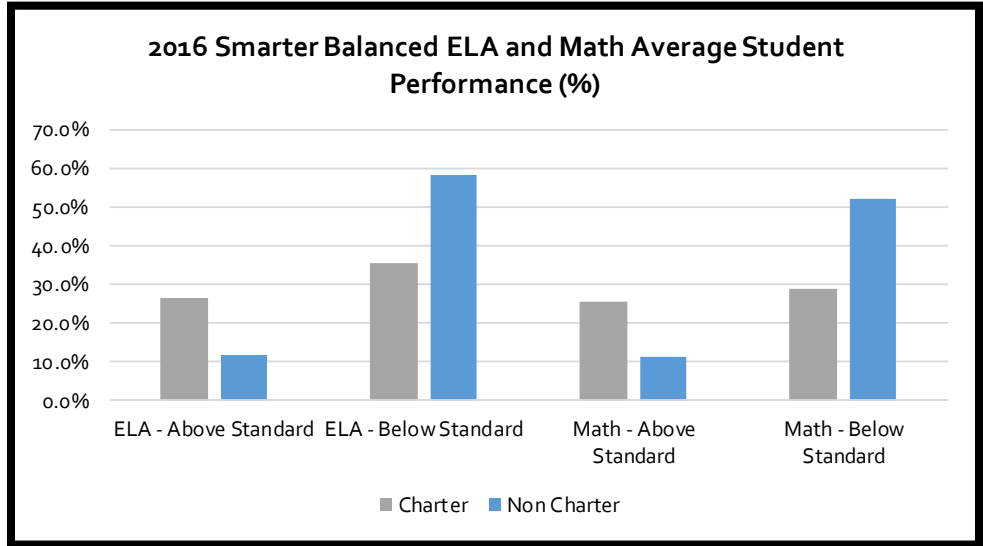


# Oakland Area

Oakland Area Charter Schools					
	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Total</b>	38	37	37	42	42
Oakland Area Charter Enrollment					
<b>Total</b>	12,155	12,658	13,182	14,265	15,399

[www.ed-data.org](http://www.ed-data.org)

Note: Smarter Balanced Assessments are testing for students in grades 3 through 8 and grade 11. These are full length summative tests for both ELA and Math.



## Oakland Area (Continued)

Note: California Alternate Assessments (CAAs) are alternative testing provided to students with the most significant cognitive disabilities and whose individualized education program (IEP) has designated the use of an alternative assessment on statewide summative assessments.

