

## *Education Service Delivery Practices and Their Associated Indicators*

### *Identifying Information of Individual Completing Form*

Name: \_\_\_\_\_

Telephone No. \_\_\_\_\_

Position: \_\_\_\_\_

Email Address: \_\_\_\_\_

School: \_\_\_\_\_

Years associated with this charter school?  
1 – 3 Years \_\_\_; 4 – 6 Years \_\_\_; 7+ Years \_\_\_

If these do not apply, simply mark them “not applicable”.



### *Best Practices and Indicators*

	Yes	No	Unknown	Explanation/Documentation
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#### **Efficient and Effective Instructional Programs**

	Yes	No	Unknown	Explanation/Documentation
<b>1. Charter school administrators use both academic and nonacademic data to guide them in their decision-making about improving K-12 education programs.</b>				
a. Charter school students perform well on a variety of academic and nonacademic indicators, or student performance has substantially improved over the prior three years.				
b. Charter school administrators compare student academic assessments to state accountability standards and peer charter schools.				
c. Charter school administrators disaggregate student assessment data to evaluate and improve the performance of subgroups of students.				
d. Charter school administrators disaggregate academic assessment data to evaluate and improve performance.				
e. Charter school administrators use performance measures and benchmarks other than student assessment indicators to improve K-12 basic education programs.				
f. The charter school has identified and implemented initiatives to address charter school-wide achievement gaps.				
<b>2. The charter school provides effective and efficient Exceptional Student Education (ESE) programs for students with disabilities and students who are gifted.</b>				
a. The charter school’s procedures for identifying and assessing students, developing individualized education plans (IEPs), providing and coordinating services for ESE students, and transitioning students are consistent with state and federal laws.				
b. The charter school places students with disabilities in the least restrictive learning environment as indicated by appropriate measures and benchmark comparisons with the state and peer charter schools.				






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c. The charter school ensures that its procedures do not disproportionately identify students with disabilities or students who are gifted based on their racial, ethnic, or minority status.				
d. The charter school's assessment and placement of ESE students is timely using appropriate standards, and at a minimum: <ul style="list-style-type: none"> <li> the charter school generally completes ESE psychological assessments for students with disabilities within 60 days of referral;</li> <li> the charter school has few pending referrals; and</li> <li> the charter school has a small percentage of students who are not eligible for ESE services (&lt;25%).</li> </ul>				
e. The charter school maximizes Medicaid reimbursement by billing for all services for which it is cost-effective.				
f. The charter school has incorporated the state's performance standards for ESE students into the curriculum and ensures that ESE teachers provide appropriate instruction and any necessary accommodations.				
g. The charter school provides ESE and teachers with adequate support and training to assist them in implementing strategies and accommodations to help ESE students become academically and socially successful.				
h. The charter school maintains a focus on parental involvement for ESE students, including periodic parent training and soliciting formal feedback on parental satisfaction.				
i. Charter school administrators evaluate the success of ESE instruction using student achievement and other appropriate measures and benchmarks and monitor services provided to students in non-public school settings.				
j. ESE students progress well based on an assessment of relevant academic and non-academic indicators.				
<b>3. The charter school provides efficient and effective programs to meet the needs of at-risk students [including English for Speakers of Other Languages (ESOL), Title I, and alternative education].</b>				
a. The charter school's procedures for identifying students eligible for at-risk programs are consistent with applicable state and federal laws (ESOL, Title I, alternative education).				
b. The charter school's plan for developing and implementing programs for at-risk students is supported by an analysis of student needs.				

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c. The charter school ensures that teachers of at-risk students provide instruction designed to meet identified needs and periodically assess student progress towards meeting those needs.				
d. The charter school's process for identifying, placing, and removing students from at-risk programs is timely using appropriate indicators and at a minimum compares favorably to state averages and peer charter schools.				
e. The charter school provides teachers of at-risk students with adequate support and training to assist them to meet the needs of their students.				
f. The charter school ensures that teachers of at-risk students assist teachers to develop and/or implement strategies for helping at-risk students become more successful academically and socially.				
g. The charter school maintains a focus on parental involvement for at-risk students, including periodic conferences, parent training and formal solicitation of satisfaction feedback.				
h. Charter school administrators evaluate the success of at-risk instruction and programs using student achievement and other appropriate performance measures and benchmarks.				
i. Students enrolled in at-risk programs perform well on relevant academic and non-academic assessments.				
<b>4. The charter school provides an appropriate range of accelerated programs (such as Advanced Placement, International Baccalaureate, and Dual Enrollment).</b>				
a. The charter school regularly assesses the academic needs of its students and provides an appropriate number and type of accelerated programs.				
b. The charter school makes accelerated programs equally accessible to all students who meet established criteria for participation, regardless of racial, ethnic, or minority status.				
c. The charter school uses state and federal resources in order to maximize the participation, effectiveness, and efficiency of accelerated programs.				
d. The charter school ensures that all students are informed of accelerated program offerings and that schools provide academic advisement that is accurate and appropriate to meet students' individual needs and goals.				

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e. Charter school administrators evaluate the success of the instruction provided by its accelerated programs using student performance on relevant assessments (e.g., Advanced Placement examinations, International Baccalaureate examinations, Dual Enrollment course grades, and College Placement Tests) and other appropriate measures and benchmarks.				
f. Students enrolled in accelerated programs perform well on relevant assessments identified in “e.” above.				
<b>5. The charter school provides efficient and effective workforce development programs (such as vocational-technical, adult basic education, and adult high school programs).</b>				
a. The charter school ensures that its workforce programs reflect community needs by obtaining input from business and industry, postsecondary education institutions, and labor organizations.				
b. The charter school coordinates its workforce services and program offerings with regional workforce development agencies.				
c. The charter school coordinates workforce services and program offerings between high schools, vocational-technical centers, and adult education centers to minimize duplication of services and increase access to services.				
d. The charter school ensures efficient use of resources by eliminating poorly performing programs and programs with low enrollments.				
e. Charter school administrators evaluate the success of its workforce programs using student achievement and other appropriate performance measures and benchmarks such as: <ul style="list-style-type: none"> <li> students attaining technical skill proficiencies;</li> <li> students attaining a high school diploma or GED or a vocational certificate in conjunction with a diploma or GED;</li> <li> student placement in, retention in, and completion of postsecondary education or advanced training, military service, or employment;</li> <li> charter school’s level of state performance funding compared to peers; and,</li> <li> number of occupational and literacy completion points earned per student enrollee by program.</li> </ul>				
f. Students perform well on relevant academic indicators as identified in “e.” above.				

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<b>6. The charter school ensures that schools use effective planning and evaluation processes to improve student outcomes, including school improvement plans and other data driven processes.</b>				
a. At a minimum, the charter school has a Board approved Local Education Agency Plan (LEAP).				
b. The charter school has an intervention plan to ensure progress.				
c. The charter school provides assistance and training to school staff, school advisory council members, and other identified stakeholders in developing the LEAP and other charter school-approved school improvement planning and evaluation processes.				
d. The charter school monitors implementation of its LEAP and other charter school-approved school improvement planning and evaluation processes, providing constructive feedback and amends the LEAP as necessary.				
e. The charter school ensures that major school-level improvement planning processes are integrated to avoid duplication of effort and resources and minimizes paperwork requirements for teachers and administrators (examples: Title I plans, assistance plans, budgets, school improvement plans, technology plans, etc.).				
f. The charter school has developed clear, measurable objectives as part of their school improvement planning process.				
g. The charter school ensures that it regularly collects and analyzes data for its instructional programs to evaluate progress on measurable objectives clearly stated in the LEAP and any other approved school improvement planning process.				
h. Charter school administrators evaluate the success of the charter school's planning and evaluation efforts by periodically compiling the results obtained by assessment and other approved processes and incorporates these results the charter school's decision-making process.				
i. Charter school has a School Advisory Council (SAC) that participates in school-based program coordination.				
j. The SAC is composed of the Director, teachers, relevant staff, parents, and pupils.				
<b>7. The charter school ensures effective progression of students from kindergarten through grade 12 that maximizes student mastery of the California State Standards and prepares students for work and continued education.</b>				




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a. The charter school’s curricular framework, including curriculum guides and instructional materials, align with California’s accountability standards and to the California State Standards.				
b. The charter school’s pupil progression plan is consistent with California law.				
c. Teachers regularly assess student progress towards meeting charter school expectations, develop academic improvement plans for students and provide intensive remedial instruction to maximize the student’s ability to progress to the next grade or level.				
d. The charter school encourages and facilitates the sharing of innovative and effective teaching strategies to meet the diverse needs of students.				
e. The charter school ensures that teachers regularly inform parents of their student’s progress toward achieving charter school expectations in reading, writing, mathematics, and science.				
f. The charter school ensures that students who do not meet established expectations for progressing to the next grade or level receive instructional strategies designed to meet student’s individual needs to maximize their ability to progress to the next grade or level.				
g. The charter school has effective strategies to facilitate the smooth transition of students from one school level to the next and encourages feeder schools to communicate any deficiencies and work together to address them.				
h. The charter school periodically assesses how well students’ progress from grade to grade or from one school level to the next (elementary to middle, middle to high, and high school to postsecondary) and uses this information to make improvements.				
<b>8. The charter school’s organizational structure and staffing of educational programs minimizes administrative layers and processes.</b>				
a. The charter school’s organizational structure of its educational programs, including the central office, has reasonable lines of authority and spans of control to meet the needs of charter school teachers and students.				
b. The charter school’s central office staffing for its educational programs is adequate to meet the needs of charter school teachers and students.				
c. To ensure efficient use of resources, the charter school regularly compares central office staffing levels, including administrators and resource/curriculum specialists, to peer charter schools and/or state or national standards, and, at a				

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minimum, the charter school compares favorably using these standards.				
d. The charter school ensures that the staffing of the charter school is comparable and meets the needs of each school's student population.				
e. The charter school reviews and compares the staffing of schools to ensure that teacher/student ratios are reasonable and appropriate when compared to peer charter schools and state averages and considers the needs of students served by the charter school.				
f. To ensure adequate and efficient use of resources, the charter school regularly compares staffing levels, including teacher/administrator and student/administrator ratios, to peer charter schools and state averages.				
<b>Efficient and Effective Instructional Support</b>				
<b>9. The charter school ensures that students and teachers have sufficient current textbooks and other instructional materials available to support instruction in core subjects and to meet the needs of teachers and students.</b>				
a. The Charter school purchases instructional materials in accordance with state law.				
b. All students have access to current state-adopted textbooks and/or other appropriate current instructional materials in core courses.				
c. The charter school has clearly defined the flexibility to make decisions regarding instructional materials.				
d. The charter school's process for reviewing and selecting instructional materials involves input from teachers and other appropriate stakeholders.				
e. The charter school formally obtains feedback from teachers and parents/guardians as to the usefulness of instructional materials and uses this information when selecting future materials.				
f. The charter school maintains and disposes instructional materials in a cost-effective manner, as prescribed by California statutes, and explores all reasonable alternatives before disposing of textbooks.				
g. The charter school maximizes the collection of money due to lost or damaged instructional materials and uses the money to offset the costs of new instructional materials.				

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<b>10. The charter school has sufficient library or media centers to support instruction.</b>				
a. The charter school ensures that library/media center resources are sufficient to support instruction as evidenced by: <ul style="list-style-type: none"> <li> up-to-date materials and equipment;</li> <li> sufficient, appropriate materials and equipment for students; and,</li> <li> teacher and parent/guardian satisfaction with available resources.</li> </ul>				
b. The charter school has and regularly uses procedures to reduce library and media costs, such as coordinating orders to take advantage of bulk rate discounts.				
c. To the extent possible, the charter school's library and media services are automated.				
d. Libraries and media centers maintain hours of operation that meet the needs of students.				
<b>11. The charter school utilizes instructional technology in the classroom to enhance curriculum and improve student achievement.</b>				
a. The charter school provides recommended lists of instructional courseware that align with the California State Standards and charter school grade level benchmarks.				
b. The charter school provides opportunities for students to utilize technologies in order to benefit by graduating with skills needed for post-secondary education and employment in the 21 <sup>st</sup> century.				
c. The charter school ensures that all students are encouraged to use technology in school and are required to use computers and current, appropriate software in completing assignments as part of the regular curriculum.				
d. Students at all schools are regularly given time to work on computers, and students without computer access at home are able to access computers through school.				
e. The charter school formally obtains feedback from teachers and parents as to the usefulness of instructional technology and uses this information when selecting future materials.				
<b>12. The charter school provides necessary support services (guidance counseling, psychological, social work, and health) to meet student needs and to ensure students are able to learn.</b>				
a. The charter school's plan for providing student support services is supported by an analysis of student needs.				

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b. The charter school regularly compares student support staffing levels and expenditures to comparable charter schools and/or state or national benchmarks to ensure efficient use of resources, and the charter school compares favorably using these benchmarks.				
c. The charter school regularly evaluates the effectiveness of its delivery of student support services and uses the results to make improvements.				
d. Is there other information that demonstrates the Charter school's use of best Educational Service Delivery practices that should be considered?				