# Attachment 1: Email Request and Response Template Sent by the California Department of Education to California State Board of Education-Authorized Charter Schools

## Email Request

Dear Board President and Executive Director:

The California Department of Education (CDE), Charter Schools Division, provides an annual academic update to the California State Board of Education (SBE) in the form of an Academic Memo for each of the SBE-authorized charter schools. The information below and the attached document are being provided to each SBE-authorized school in preparation for the annual Academic Memo that will be presented to the SBE members in April.

Attached is a high-level review of [Charter School Name’s] California Assessment of Student Performance and Progress (CAASPP) data by year for English language arts (ELA) and mathematics, as reflected on the CAASPP results website, for all students for the past six school years, and for student subgroups for the most recent academic year. In addition, the attached document includes the school’s performance levels on state indicators as reported on the 2022 California School Dashboard (Dashboard).

This school is up for renewal in 2027. Based on the school’s ELA and mathematics scores, the academic performance of the school appears to be [improving/declining].

**Written Response Needed: (no more than 7 pages)**

Using the attached document, please complete a written response by **5 p.m. on**   
**March 3, 2023**, and identify how the school has addressed or will address in its 2022–23 Local Control and Accountability Plan (LCAP) or Annual update, the goals and timelines for improving performance schoolwide and how the needs of low-performing student groups will be addressed. Please also state how the school will address these areas of decline in the coming school year. The CDE will review the LCAP and written response during its monthly calls with the school as part of the oversight. Please compose responses in the attached template using text only (no images or charts) and retain the existing text font and size in the template (12-point Arial font).

The CDE provides the following resources to all schools:

* Dashboard: <https://www.cde.ca.gov/ta/ac/cm/>
* LCAP: <https://www.cde.ca.gov/re/lc/planninglcapschoolplan.asp>

Please submit all written responses to [sbeoversight@cde.ca.gov](mailto:sbeoversight@cde.ca.gov) by **5 p.m. on** **March 3, 2023**. If you have any questions about this email or the written responses, please contact Craig Heimbichner, Education Administrator, by email at [cheimbichner@cde.ca.gov](mailto:cheimbichner@cde.ca.gov) or by phone at 916-323-5759.

## Response Template

### Charter School Name – Academic Memorandum Response

#### General Information

**School Address:**

**Website Address:**

**County-District-School (CDS) Code:**

**Charter Number:**

**Charter Term:**

**School Description:**

**Grade Levels Served:**

**2021–22 Enrollment:**

**Site Based or Non-Site Based:**

#### California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California’s Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

**Results for All Grades and Students**

| **Year** | **2016–17** | **2017–18** | **2018–19** | **2019–20[[1]](#footnote-1)** | **2020–21[[2]](#footnote-2)** | **2021–22** |
| --- | --- | --- | --- | --- | --- | --- |
| **School ELA** | [2016–17 School ELA Results] | [2017–18 School ELA Results] | [2018–19 School ELA Results] | No Data | [2020–21 School ELA Results] | [2021–22 School ELA Results] |
| **School Math** | [2016–17 School Math Results] | [2017–18 School Math Results] | [2018–19 School Math Results] | No Data | [2020–21 School Math Results] | [2021–22 School Math Results] |
| **State ELA** | [2016–17 State ELA Results] | [2017–18 State ELA Results] | [2018–19 State ELA Results] | No Data | [2020–21 State ELA Results] | [2021–22 State ELA Results] |
| **State Math** | [2016–17 State Math Results] | [2017–18 State Math Results] | [2018–19 State Math Results] | No Data | [2020–21 State Math Results] | [2021–22 State Math Results] |

**Results for Student Sub-Groups 2021–22**

| **Student Sub-Group** | **English Learners** | **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| --- | --- | --- | --- | --- | --- |
| **School ELA** | [English Learner ELA School Results] | [Foster Youth ELA School Results] | [Homeless ELA School Results] | [Homeless ELA School Results] | [Students with Disabilities ELA School Results] |
| **School Math** | [English Learner Math School Results] | [Foster Youth Math School Results] | [Homeless Math School Results] | [Homeless Math School Results] | [Students with Disabilities Math School Results] |
| **State ELA** | [English Learner ELA State Results] | [Foster Youth ELA State Results] | [Homeless ELA State Results] | [Socioeconomically Disadvantaged ELA State Results] | [Students with Disabilities ELA State Results] |
| **State Math** | [English Learner Math State Results] | [Foster Youth Math State Results] | [Homeless Math State Results] | [Socioeconomically Disadvantaged Math State Results] | [Students with Disabilities Math State Results] |

#### 2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

**Performance (Status) Levels**

| **Dashboard Indicator** | **School Performance (Status) Level** | **State Performance (Status) Level** |
| --- | --- | --- |
| **Chronic Absenteeism** | [Chronic Absenteeism School Performance Level] | [Chronic Absenteeism State Performance Level] |
| **Suspension Rate** | [Suspension Rate School Performance Level] | [Suspension Rate State Performance Level] |
| **English Learner Progress** | [English Learner Progress School Performance Level] | [English Learner Progress State Performance Level] |
| **Graduation Rate** | [Graduation Rate School Performance Level] | [Graduation Rate State Performance Level] |
| **College/Career** | [College/Career School Performance Level] | [College/Career State Performance Level] |
| **ELA** | [ELA School Performance Level] | [ELA State Performance Level] |
| **Math** | [Math School Performance Level] | [Math State Performance Level] |

#### Areas of Greatest Progress and Need

Based on the charter school’s internal spring and fall 2022 assessments, and the 2022 California School Dashboard (Dashboard), identify the school’s areas of greatest progress and greatest need.

**1. What internal assessments (not California Assessment of Student Performance and Progress [CAASPP]) are being used to demonstrate the school’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?**

Information regarding the verified data list is available on the California Department of Education, Verified Data Criteria and Adopted Indicators web page at <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>.

[Insert response here]

**2. Identify the school’s areas of greatest progress:**

[Insert response here]

**3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.**

[Insert response here]

**4. Identify the school’s areas of greatest need including references to student sub-groups:**

[Insert response here]

**5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.**

[Insert response here]

**6. How is the school addressing these areas of need? Include references to student sub-groups.**

[Insert response here]

#### Summary of Performance on Measurable Pupil Outcomes

**1. Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:**

[Insert response here]

#### 2021–22 Local Control and Accountability Plan Progress

**1. Provide a summary of progress made in meeting the school’s 2021–22 Local Control and Accountability Plan (LCAP) goals:**

[Insert response here]

**2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the school’s work to engage community members in the process:**

[Insert response here]

**3. How is the school addressing learning loss from the prior school year?**

[Insert response here]

#### 2022–23 Plan for Independent Study

**1. Inform if the school is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:**

[Insert response here]

1. Results are not available due to the suspension of testing as a result of the novel coronavirus (COVID-19) pandemic. [↑](#footnote-ref-1)
2. Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results. [↑](#footnote-ref-2)