

# **WEBER STATE UNIVERSITY**

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Charter Academy

## **Weber State University Charter Academy Annual Report 2019/2020 Academic Year**

**Boyd K. and Donna S. Packer Family and Community Education Center  
Jerry and Vickie Moyes College of Education**

**Date approve by WSU Charter Academy Board of Directors:**

**Date Submitted to WSU Administration:**

**Moyes College of Education Dean:** Kristin Hadley

**WSU Charter Academy Board of Director's Chair 2019-2020:** Sheila Anderson

**WSU Charter Academy Principal:** Camie Bearden

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## Introduction

Weber State University Charter Academy opened August 26, 2013 and has completed its seventh year of operation. Weber State University Board of Trustees and the State Board of Education, WSU Charter Academy follows the Charter Academy application plan, serving WSU students, faculty and the surrounding community.

Our **mission** is to use innovative, research-based practices grounded in developmental theory and neuroscience to nurture each child's social-emotional development, natural curiosity, creativity and enthusiasm for learning through play. We tailor learning experiences that honor the strengths and needs of each child and family through inquiry, observation, practice, and research. We aim to:

- *Keep relationships with children and families at the heart of what we do.* We believe responsive trust relationships are essential for children's development and learning. Family is a child's most important teacher and the cornerstone of children's growth and learning. We invite you, as parents and families, to partner with us to set goals for your child that support their learning and growth.
- *Inspire educational practice and research grounded in developmental theory, neuroscience and play.* Our program provides opportunities for university faculty and student inquiry through observation, practice, and research. We invite you, as faculty and students to partner with us in elevating early educational practices.

Everything we do at the WSU Charter Academy is defined by five **core values**, which guide us in empowering our students in child-centered playful learning. We want to nurture your child's curiosity and growth in all domains — all while fostering a community of learners where developmental, individual and cultural needs are valued.

- *Unbounded learning:* Inspire creativity and self-understanding through open-ended authentic play experiences that integrate physical, cognitive, social and emotional domains through the creative arts.
- *Innovation:* Create innovative evidence-based learning experiences tailored to the strengths and needs of each child and family.
- *Experimentation:* Nurture curiosity, initiative and creativity through play, experimentation, discovery and reflection.
- *Growth:* Cultivate a growth mindset, by inspiring enthusiasm for learning, persistence and growth in all developmental domains.
- *Community:* Foster an inclusive community of learners through responsive trusting relationships that honor diversity.

## Executive Summary

The WSU Charter Academy kindergarten program had two half-day sessions serving 35 children. The curriculum is aligned with the Utah Core Curriculum State Standards, and grounded in brain based learning. This approach uses child-centered Developmentally Appropriate Practice oriented towards the development of the whole child that tailors curriculum to individual strengths and needs, and fosters reciprocal partnerships with families. The report is organized by the five areas outlined in the Utah State Charter School Accountability Framework: school achievement, enrollment, charter fidelity, finance, and governance. The end of the report provides an operational summary. Appendix A includes a guide for interpreting the annual review data in this report that is required by the Utah State Charter Board, organized by area. We commend school staff for their dedication and innovation and professionalism in navigating the challenges of COVID-19.

### 2019-2020 Strategic Priority Overview

<b>School Achievement</b>	Increase the percentage of students making adequate progress in literacy from 65% to 80% by Jan. 1, in order to increase the percentage of children that are making sufficient progress by the end of the year to 80% or above.	Partially met. Mid-year was 72%. No end year data due to COVID-10 school closure.
	Maintain 80% of students making adequate progress in all other content areas (math, science, integrated core, and social studies), in order to maintain the percentage of children that are making sufficient progress by the end of the year to 80% or above.	Fully met.
<b>Enrollment</b>	Maintain enrollment trend of Oct. 1 count being not less than 90% of the prior year, with the 5-year enrollment trend of Oct. 1 count being stable or increasing.	Fully met
<b>Charter fidelity</b>	Increase the percentage of NAEYC criteria met from 61% to 80% by Nov. 1, in order to improve classroom and program quality, percent of students proficient, family engagement, professional development support, and submit application for site visit in Fall 2020.	All met, except the accreditation site visit application has not been submitted, due to COVID-19 transition. New target date is spring 2021.
<b>Finance</b>	Maintain all required financial indicators as specified by the Charter Accountability Framework.	Fully met
<b>Governance</b>	Maintain all governance responsibilities as specified by the WSUCA Board Handbook and the Charter Accountability Framework.	Fully met

## Charter Accountability Goals and Evidence

### School Achievement

School Achievement			
Annual	Strategies	Measurement	Evaluation
Increase the percentage of children that are making sufficient progress by the end of the year from 65% to 80% or above	<ul style="list-style-type: none"> <li>Teachers College Reading and Writing Project curriculum</li> <li>Technology System</li> <li>Biweekly progress monitoring linking assessment data to instructional approaches</li> <li>Tier 2 instruction (see Literacy Plan)</li> </ul>	Percentage of students meeting each individual standard as demonstrated through multiple assessments including planned observational and work sample	*73% ELA
Maintain 80% of students making adequate progress in all other content areas (math, science, integrated core, and social studies)	<ul style="list-style-type: none"> <li>Appropriate curriculum for subject area</li> <li>Biweekly progress monitoring</li> <li>Tier 2 instruction</li> <li>Integrated curriculum</li> <li>New lesson plan format</li> <li>Desired Results Assessments</li> <li>Project Approach</li> <li>Strengthening family communication and engagement</li> </ul>	Percentage of students meeting each individual standard as demonstrated through multiple assessments including planned observational and work sample documentation in portfolio's	92% Math 86% Science 84% Social Studies

*\*data from March parent teacher conference summaries. No end of year data due to COVID-19 school closure.*

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### Enrollment

Maintain enrollment of 18-20 students for both half-day sessions (36-40 students total). The WSU Charter Academy kindergarten classroom was originally designed for 20 students, with maximum of 22 students due to square footage limitations. Our experience is the classroom works most effectively with a maximum of 18-20 students in each session. We are a kindergarten only program. Transfer and retention rates do not apply to kindergarten and single year programs. The Average Daily Membership (ADM) compares the end of year ADM to October 1 counts and enrollment trends trajectory are used to examine progress towards the goal. A significantly lower ADM compared to October 1 enrollment may negatively affect funding and could signal problems for a school to retain enrollment levels.

Enrollment			
Annual Goal	Strategy	Measurement	Evaluation
October 1 count not less than 90% of prior year.		Enrollment Trends trajectory	82.5%
ADM count not less than 90% of prior year.		Average Daily Membership	95.6%
90% of students attending 167 days.		Percentage of students attending 167 days.	Not available due to COVID-19
80% of students continuously enrolled throughout the year		Percentage of students enrolled throughout the year.	97.1%

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## Charter Academy

### **Charter Fidelity**

The WSU Charter Academy Application was fully incorporated into the Charter agreement and all members of the WSU Charter Academy Board of Directors have received a copy of the Application and the Agreement. All Board of Directors members agree to abide by the conditions contained in the agreement. Compliance with Other Law. The WSU Charter Academy Board of Directors is in compliance with all applicable federal laws and regulations, including, but not limited to, such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records as applicable. The Governing Board shall also comply with all applicable health and safety laws and regulations, whether federal, state, or local.

The WSU Charter Academy will meet the purpose of charter schools defined in Title 53A-1a-503. As prescribed by State Board rule, the WSU Charter Academy shall provide a minimum of 180 days and 450 hours of instruction (grade K).

The mission specific goals of the WSU Charter Academy are threefold:

1. Maintain a focus on children and families through educational, co-curricular, and extra-curricular programs.
  - Utah Core Standards (UCS) will be used through Developmentally Appropriate Practice (DAP) to guide the education of WSU Charter Academy students.
  - Parents will work closely with the WSU Charter Academy.
2. Provide training in research and informed practice for WSU students through observation and mentored practicum opportunities.
3. Provide a research center through opportunities for University faculty, University students, and WSU Charter Academy faculty to study various educational aspects.

The charter academy/school review process will be guided by the following core questions:

- Is the Academy/School's academic quality successful?
- Is the Academy/School's organizational quality viable?
- Is the Academy/School demonstrating good faith in following the terms of its charter and applicable law?

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The table below summarizes the indicators of charter fidelity and annual goals.

Annual Goals	Charter Fidelity Strategies	Measurement	Evaluation
All board members participate in ongoing training & development.	Require completion of online modules. Target training at half of meetings	Percentage of board passing all available board training modules.	100%
All board members complete annual conflict of interest statement & uphold State Board rules and charter agreement	Board chair directs onboarding process: welcome, orientation, conflict of interest, required trainings, and background check.	Percentage of board members completing annual conflict of interest statement.  Number of violations of statute, State Board rule, or charter	100%  0
All Articles of Incorporation, Board Bylaws, and Charter are all in agreement and the academy/school's Charter is changed with proper amendment from chartering entity	Principal and board members knowledgeable of bylaws, charter content and change requirements. Legal advisor attends meetings and monitors agenda and minutes. Notifies board of implications for bylaws and charter.	Articles of Incorporation, Board Bylaws, and Charter and meeting minutes recording procedures used for changes and amendments are appropriate.	Yes
100% of all required reports are submitted to state agency complete, accurate, and on time.	Required reporting is included in annual work plan. Work plan progress verified at meetings.	Percentage of reports submitted to state agency that are complete, accurate, and on-time.	Yes
All teachers properly licensed and endorsed for teaching assignments.	Principal monitors and reports teacher qualifications to board.	Percentage of teachers properly licensed and endorsed for teaching assignment in CACTUS.	Yes
100% of staff complete background checks and are cleared.	WSU human resources verifies background check prior to approving employment.	Background check reports.	Yes
90% of NAEYC accreditation standards met, demonstrating strong implementation of Developmentally Appropriate Practice (DAP).	Weekly team meetings. External coach supports classroom team. Independent observer rates classroom criteria and provides feedback two to three times a year.	NAEYC Classroom Observation Tool	82%
75% of families will participate in volunteer hours.	Frequent teacher communication and flexible options. Online and in person log for families. Admin assistant follows up.	Self-report online survey	86%
50% of families will participate at the 30 hours per year level.	See above	Self-report online survey	74 %
100% receive monthly communication.	Written and electronic communication.	Teacher Report	100%
100% receive monthly progress reports.		Teacher Report	97%

*\*see student achievement metrics and evaluation for fidelity to student achievement goals.*



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Charter Fidelity			
Annual Goals	Strategies	Measurement	Evaluation
75 students involved in observation or teaching each semester.)		Enrollment Counts	161
Minimum of 5 presentations, publications, and/or projects completed per year by students.		Course Instructor Report	20
85% of pre-service teachers report having productive learning experiences	Revise and pilot student and instructor evaluation to ensure a strong feedback loop for program improvement.	Student Report Survey	93%
All classroom teachers(s) report having productive mentoring experiences		Teacher Report	100%
85% of course professors report demonstrated growth of pre-service teachers in meeting course objectives		Course Professor Report	100%
100% of proposed projects are posted to WSU Charter Academy website.		Number of new projects proposed.	100%
100% of completed project results are posted on WSU Charter Academy website.	An abstract (maximum 250 words) description of each authorized research or student project is posted to the school website, including timeline and contact person.	Percent of proposed projects are posted to WSU Charter Academy website.	100%
		.	
Principal attend one-day special education training class sponsored by USBE prior to first day of instruction.		Principal report	Yes
Principal review the “ <i>State Ethics Policy</i> ” and “ <i>Standard Test Administration and Testing Ethics Policy for Utah Educators</i> ” with all teachers. Teachers responsible to read and sign the “ <i>State Ethics Policy</i> ” and “ <i>Standard Test Administration and Testing Ethics Policy for Utah Educators</i> ” and document.		Signed documents kept on file at WSU Charter Academy Office.	Yes

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### **Additional Operations Assurances**

#### *Special Populations.*

*English as a Second Language (ESL).* Strategies to effectively instruct individual ESL students will be utilized. Cooperative learning, which will be implemented at WSU Charter Academy, is one such research-based strategy proven to increase the involvement of English language learners in classroom activities

*504 Eligible Students.* Section 504 in the school setting and will be followed including accommodations which enable students to receive the benefits of this public school.

*Health Care Plans (IHP).* Individual Health Care Plans are written to address the health needs of specific students while they attend school. WSU Charter Academy's administration and staff will be responsible to follow the individual student's health care needs, including the services to accommodate health conditions of students within the IHP guidelines.

*Economically Disadvantaged.* Tracking and assistance will be evaluated for students and families for this group. Every effort will be made to coordinate with local agencies to assist these students and their families.

*Gifted and Talented.* Gifted means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their own age. These students' needs will be identified and supported at WSU Charter Academy (Delisle & Lewis, 2003).

*Students under the Jurisdiction of the Court.* WSU Charter Academy may enroll students who are in foster care, state custody, or involved in a juvenile court judgment or action. The administration will address any issues that arise concerning this group of students.

*Transportation.* Neither the local board of education, WSU Charter Academy Board of Directors, University nor the SBE is responsible for student transportation except as required in a student IEP. Parents of a student at the WSU Charter Academy have been notified of this provision and it is posted on the WSU Charter Academy website.

*Facilities.* Chad Downs was appointed by WSU Facilities Management and approved by the WSU Charter Academy Board of Directors as Charter School Board Building Officer (CSBBO). Chad had direct administrative and operational control of all construction, renovation, and inspection of WSU Charter Academy facilities. All meetings were attended and reports were completed and filed with the State Office of Education on time.

#### *Records*

- *Access.* Subject to state and federal laws, the SBE, its agents, and the State Auditor's Office shall have the right to examine and copy complete records, reports, documents, and files relating to the operation of the WSU Charter Academy, or any activity, program, or student of the WSU Charter Academy.

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- *Public Records Law.* The Board of Directors and WSU Charter Academy are subject to the Government Records Access and Management Act. All agendas and minute of meetings are posted on the WSU Charter Academy website. Electronic records of meetings are located in room 228 of the Moyes College of Education. All meetings and agendas can also be found on the Utah Public Meeting Website.
- *Student Records.* The Academy/School is subject to all the provisions of the federal Family Educational Rights and Privacy Act, U.S.C. 20 § 1232g. In the event the Academy/School closes, it shall transmit all official student records as prescribed by the University.

*Student Discipline.* The WSU Charter Academy agrees to and shall comply with all state and federal law, and State Board rule, except as otherwise provided by law regarding the governing discipline of children with disabilities, including compliance with 20 U.S.C. Sec. 1400 et. seq. and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Sec. 706(8).

The WSU Charter Academy shall comply with state and federal due process requirements both in notifying parents and students of conduct for which they may be suspended or expelled and in providing notice and hearing opportunities to students being recommended for exclusion from the WSU Charter Academy. If the WSU Charter Academy suspends a student with special needs, it shall continue to provide the student with all continuing education services to the extent mandated by state and federal law, and State Board rule.

The WSU Charter Academy has policies and procedures to deal with various student discipline issues. WSU Charter Academy policies can be found on the WSU Charter Academy website under policies. WSU Charter Academy procedures for each of the policies can be found on the WSU Charter Academy website under procedures.

*Instruction.* As prescribed by State Board rule, the WSU Charter Academy shall provide a minimum of 180 days and 450 hours of instruction (grade K). The WSU Charter Academy shall employ the use of the Utah State Core Curriculum as the foundation along with Developmentally Appropriate Standards (DAP) for the instructional program.

*Open Meetings: Public Records.* The Board of Directors and WSU Charter Academy are subject to the Government Records Access and Management Act. All agendas and minute of meetings are posted on the WSU Charter Academy website. Electronic records of meetings are located in room 228 of the Moyes College of Education. All meetings and agendas are also posted on the Utah Public Meeting Website.

*University and Academy/School Transparency.* The WSU Charter Academy agreed to have on its website and has met the following requirements:

- an electronic copy of the Academy/School's approved charter,
- signed charter agreement;
- the Governing Board structure, including names, qualifications, and individual contact information for all governing board members;
- the WSU Charter Academy student policy manual;
- the annual WSU Charter Academy calendar;

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- timelines and processes for new student application and registration,
- timelines and processes for students transferring from the charter WSU Charter Academy to another school.
- WSU Charter Academy year-end report

*Agreements with Education Service Providers (ESPs).*

*Property Ownership N/A*

*Data Governance & Reporting Requirements*

*Children with Special Needs.*

*Electronic Data Submission*

*Termination of Charter.* Grounds: The University may terminate this charter on any of the following grounds:

- 1) Failure of the Governing Board or Academy/School to meet the requirements stated in the charter.
- 2) Failure of the Governing Board to meet generally accepted standards of fiscal management.
- 3) Violation of law, regulation, or State Board rule.
- 4) Material violation of any of the conditions, standards, or procedures set forth in this agreement.
- 5) Failure to meet the requirements for student performance under state or federal law.
- 6) Failure to attend orientation and training sessions designated by the University.
- 7) Other good causes shown.

The Governing Board may terminate this charter agreement after the end of the spring semester and prior to the beginning of the fall semester with or without cause.

*Procedures:* A charter that is terminated by the Governing Board shall be terminated consistent with state law and State Board rule. A charter that is terminated by the Governing Board shall be terminated in a manner consistent with the provisions of this agreement upon the effective date communicated in a written notice provided by the Governing Board to the University regarding its intention to terminate the charter. The University must receive such notice at least 60 days prior to the beginning of the fall semester.

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### **Finance**

Weber State University and the WSU Charter Academy have a “Cooperative Agreement” where fiscal management of the WSU Charter Academy accounts are handled by Weber State University Accounting Services. The accounting policies of the Charter Academy conform in all material respects with U.C.A. §53A-19 and generally accepted accounting principles (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB). This also includes financial audits by external auditors. The cooperative agreement includes other services provided by the University to the Charter Academy such as human resources and payroll, legal, facilities, and other services as are mutually agreed.

Regarding financial and governance warnings, the WSU Charter Academy incorporates by reference, all applicable federal and state laws and regulations and State Board rules unless specifically waived.

The WSU Charter Academy governing board provides oversight over:

- Annual operating revenue & expenses
- Reserves (excess from the annual operating account is transferred to this account at end of each year). Includes undisturbed reserves that maybe be used for emergencies, revenue reductions, and unanticipated costs and Repair and Replaces Reserve funds that may be used for renewal, replacement, or expansion of physical facilities and related equipment systems, including data systems.
- Family Involvement Committee funds

*Insurance and bonding.* WSU Charter Academy and the WSU Charter Academy Board of Directors are covered through a policy administered by the Utah State Risk Management Fund. WSU Charter Academy Liability and Property Insurance is provided through the State of Utah Risk Management Fund.

*Procurement.* WSU Charter Academy is subject to the Utah Procurement Code. Per the “Cooperative Agreement” between Weber State University and the WSU Charter Academy, all of the WSU Charter Academy purchases are handled through the University’s Purchasing Department. The University complies with the Utah Procurement Code as well as the University’s policies and procedures.

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Finance			
Annual Goals	Strategies	Measurement	Evaluation
No unresolved material findings, financial condition findings, or significant findings.	WSU Accounting Services, Principal, Governing Board chair and treasurer attend audit meetings and address findings.	Number of material findings, financial condition findings, or repeated significant	No Unresolved Findings
Internal controls meet industry standards.	Follow organization review processes, methods and procedures established to ensure conducting business in an orderly and efficient manner.	Annual assurance	Complete and all internal controls met.
200 days unrestricted cash on hand	WSU Accounting Services, principal, and governing board continue effective monthly oversight	Current Assets ÷ (Total Annual Operating Expenses ÷ 365)	279
Debt to Asset Ratio of less than 1.	Mid Oct-Nov Treasurer, principal, accountant conduct budget review and revise for approval based on October 1 enrollment.	Total Liabilities ÷ Total Assets	0
Current ratio rate of 1.5		Current Assets/Current	N/A (No outstanding current liabilities)
Multi-year cash flow	Mid May Treasurer, principal, accountant review current budget and create a proposal for upcoming year by June 1.	Five year of audited statements	Yes
Total margin is positive.	End of Year - Accounting provides annual financial indicators.	Net income ÷ Total Revenue	0.16

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## Governance

2019-2020 Governing Board & Administration	
Name	Position
Sheila Anderson	Chair, WSU Faculty
Alex Collopy	Vice Chair, WSU Faculty
Stephanie Speicher	Treasurer, WSU Faculty
Brittney Goddard	Secretary, Community
Jeremy Shinoda	Board Member, Parent
Camie Bearden	Principal
Sally West	Business Administrator & Administrative Assistant
Abel Mkina	Accounting
Wei Qiu	Chair Child and Family Studies Department

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Governance			
Annual Goals	Strategies	Measurement	Evaluation
Governing board membership is 100% full.	Strategically recruit parent members through notifications and personal contact.	Number of empty positions ÷ 5 (number of total positions)	100% filled July 2019
Effectively onboard new board members.	Secretary prepares and completes orientation.  Board chair welcomes, provides board handbook and overview of position requirements.	New board member onboarding evaluation.	Welcome and orientation completed prior to August board meeting and rated as effective
Three annual board trainings.	Charter Agreement Open public meetings Governing Board Online Training (GBOTS)	GBOT Quizzes completed at 80%  Meeting minutes and evaluations	Training completed at Aug, Oct and Jan board meetings
All board members complete and 'pass' background check.	Board members complete finger printing.  Staff confirm & reimburse.	Background check reports.	100% Complete August 2019
Hold regular board meetings focused on implementation of organizations mission and vision consistent with Charter agreement and bylaws.	Principal monthly executive summaries aligned with annual report indicators & strategic priorities.  Meeting agenda's aligned with strategic priorities.	Board meeting minutes  Meeting evaluations	Complete
All governing board meeting agendas posted to Utah public notice website	Administrative Assistant posts to website. Principal confirms.	Compliance Audit	100% Complete
All governing board meeting minutes posted to WSUCA website within 30 days.	Administrative Assistant posts to website. Secretary confirms.	Compliance Audit	100% Complete
All governing board meeting recordings available within 3 days	Administrative Assistant records and makes available upon request.	Compliance Audit	100% Complete



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Governance			
Annual Goals	Strategies	Measurement	Evaluation
Governing board members adhere to open and public meetings act protocol for closed meetings.	WSU attorney trains board and monitors meeting protocol	Meeting Minutes Compliance Audits Attorney feedback	No closed meetings held this year.
A principal's report is provided at each governing board meeting to ensure involvement in accomplishing mission and vision.	Standing agenda item to review principal monthly executive summaries aligned with annual report indicators & strategic priorities.	Meeting Minutes	A principal provided monthly reports and reports at each meeting and actively solicits feedback.
The governing board has set expectations for director's performance.	USBE administrative performance indicators are used.	Principal Evaluation Rubric	Performance rating completed for beginning, middle and end of year by board principal evaluation subcommittee.
The governing board conducts an annual evaluation of the principal.	Principal evaluation subcommittee follows recommended review and feedback protocol.	Principal Evaluation Summary	Evaluation was completed by board principal evaluation subcommittee in June.
The governing board receives monthly financial reports that are posted to the school website within 5 days of release.	Accountant emails monthly report to all board members. Administrative Assistant posts report.	Principal verifies monthly	All financial reports have been posted, but the 5 day protocol was not followed due to this being the first year and confusion about the expectation.

**Appendix A**

**Guide for Interpreting Utah State Charter Board Required Annual Review Data**

**School Achievement**

- SMART, evidence based, appropriate to school population **academic**, and **mission** specific goals in the charter (A)
- board regular review of progress towards goals – at least annually (A)
- \*approval of annual report
- school goal achievement & progress (A)
- \*trends over time

**Enrollment**

- Enrollment trend: Oct 1 count not less than 90% of prior year (SCSB).
- End of year ADM not less than 90% of prior year (SCSB).

**Charter Fidelity**

**Finance**

- At least 30 days Unrestricted days cash on hand (SCSB).
- Debt to asset ratio (SCSB). Ratio above 1 and increasing trends are red flags.
- Current ratio (SCSB).
- Audit findings (SCSB).

**Governance**

A = School Assurances, SCSB = Compiled by SCSB