

Date of Hearing: April 24, 2024

ASSEMBLY COMMITTEE ON EDUCATION
Al Muratsuchi, Chair
AB 2254 (Blanca Rubio) – As Introduced February 8, 2024

SUBJECT: Charter schools: renewal criteria

SUMMARY: Requires verified data to be considered by a chartering authority for schools identified as low performing and middle performing indefinitely; and, states that it is declaratory of existing law that middle performing charter schools are authorized, instead of required, to provide verified data to the chartering authority. Specifically, **this bill:**

- 1) Deletes the June 30, 2025 sunset date on the requirement for verified data to be considered by a chartering authority for charter schools identified as low performing on the California school Dashboard (Dashboard), and instead indefinitely requires verified data to be considered.
- 2) Deletes the January 1, 2026 sunset date on the requirement for verified data to be considered by a chartering authority for charter schools identified as middle performing on the Dashboard, and instead indefinitely requires verified data to be considered.
- 3) Authorizes, instead of requires, charter schools identified as middle performing on the Dashboard to provide verified data to the chartering authority and states this is a declaration of existing law.

EXISTING LAW:

- 1) Establishes the Charter Schools Act of 1992, which authorizes a school district governing board or county board of education to approve or deny a petition for a charter school to operate independently from the existing school district structure as a method of accomplishing, among other things, improved pupil learning, increased learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving, holding charter schools accountable for meeting measurable pupil outcomes, and providing the schools with a method to change from rule-based to performance-based accountability systems. (Education Code (EC) 47605)
- 2) Establishes a process for the submission of a petition for the establishment of a charter school. Authorizes a petition, identifying a single charter school to operate within the geographical boundaries of the school district, to be submitted to the school district. Authorizes, if the governing board of a school district denies a petition for the establishment of a charter school, the petitioner to elect to submit the petition to the county board of education. Authorizes, if the county board of education denies the charter, the petitioner to submit the petition to the state board of education (SBE) only if the petitioner demonstrates that the school district governing board or county board of education abused its discretion in denying the charter school. Authorizes a school that serves a countywide purpose to submit the charter petition directly to the county office of education.
- 3) Requires, upon renewal, a charter school to be identified as either low performing, middle performing or high performing based on Dashboard accountability data. Requires that low

performing charter schools be denied, however the school may be renewed for a two year period if the authorizer is presented with verified data that meets specified criteria and the authorizer finds it compelling. Authorizes middle performing charter schools to be renewed for 5 years. Authorizes high performing charter schools to be renewed for 5-7 years.

- 4) Defines verified data to mean data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Requires verified data to include measures of postsecondary outcomes. Requires, by January 1, 2021, the SBE to establish criteria to define verified data and identify an approved list of valid and reliable assessments. Prohibits data sources other than those adopted by the SBE pursuant to be used as verified data. States that upon adoption of a pupil-level academic growth measure for English language arts and mathematics, the SBE may reconsider the adopted criteria. States that verified data is in effect only until January 1, 2026, and as of that date, is repealed. (EC 47607.2)
- 5) Requires each chartering authority to do all of the following with respect to each charter school under its authority:
 - a) Identify at least one staff member as a contact person for the charter school;
 - b) Visit each charter school at least annually;
 - c) Ensure that each charter school under its authority complies with all reports required of charter schools by law, including the local control and accountability plan (LCAP) and annual update to the LCAP, required pursuant to Section 47606.5;
 - d) Monitor the fiscal condition of each charter school under its authority; and
 - e) Provide timely notification to the California Department of Education (CDE) if any of the following circumstances occur or will occur with regard to a charter school for which it is the chartering authority:
 - i. A renewal of the charter is granted or denied;
 - ii. The charter is revoked; or
 - iii. The charter school will cease operation for any reason. (EC 47604.32)

FISCAL EFFECT: Unknown

COMMENTS:

What does this bill do? This bill requires verified data to be considered by a chartering authority for charter schools identified as low performing and middle performing indefinitely and states that it is declaratory of existing law that middle performing charter schools are authorized, instead of required, to provide verified data to the chartering authority.

Need for the bill. According to the author, “AB 2254 will ensure that the best available data will be used to evaluate charter schools when they are up for renewal. We all know that more and better nuanced data is essential to good decision making, and that one data set alone may not

always be sufficient to evaluate a complex issue. This is particularly true when it comes to assessing our schools.

“California has done a great job in creating the Dashboard as the primary tool for evaluating its schools and identifying schools and districts for intervention and assistance. But no school or district uses it as the only tool to inform their practice or assess student achievement. While the Dashboard may be great for a first step toward improving practice, it alone will not always be a sufficient tool for high stakes decisions such as charter renewal.

“When charter renewal standards were updated to align to the Dashboard the law also created a much more rigorous process and a much higher bar for schools to be renewed. It also created a specific and rigorous review process to allow charter schools to include other supplemental assessment data in their renewal evaluations. These additional assessments may only be used if they meet specific requirements of the law and are approved by the State Board of Education for this purpose.

“While the law put a sunset on the use of this ‘verified data’ what we now know is that the reasons for the inclusion of verified data for renewal have not changed, so the sunset must be removed. In many cases, the Dashboard alone may be insufficient to adequately and accurately reflect the performance of a charter school for such a high-stakes decision as renewal. For example, many small schools do not generate Dashboard colors needed for renewal determination, and high schools only test at one grade level- which means student growth will not be reflected in their Dashboard. The Dashboard alone is also potentially an inequitable metric for high stakes renewal decisions, because schools serving the most high-need populations are overrepresented in the low track for renewal and would be at high risk of closure without consideration of supplemental verified data.

“Before high stakes closure determinations are made based primarily on Dashboard data, these charter schools (and the students they serve) deserve the opportunity to supplement the analysis of their performance by providing additional data that conveys a deeper, fuller picture of the work they are doing to support student growth and outcomes. Otherwise, schools doing some of the best work with our high need pupils could be closed. AB 2254 provides an opportunity for a nuanced evaluation of charter schools so that authorizers can make fully informed decisions about the charter schools in their communities.”

Background on charter schools. According to the CDE, as of April 2024, there are approximately 1,300 charter schools in California, with an enrollment of over 685,000 pupils. Some charter schools are new, while others are conversions of existing public schools. Charter schools are part of the state's public education system and are funded by public dollars. A charter school is usually created or organized by a group of teachers, parents, community leaders, a community-based organization, or an education management organization. Charter schools are authorized by school district boards and county boards of education. A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. Specific goals and operating procedures for the charter school are detailed in an agreement (or "charter") between the authorizing board and charter organizers.

AB 1505 (O'Donnell), Statutes of 2019, established verified data and requires charter authorizers to consider verified data for middle and low performing charters for renewal during a transition period before the SBE's student growth measure is adopted. Verified data was intended to be

used only until the SBE adopted a student level growth measure, and is scheduled to sunset in 2025 and be repealed in 2026 because it was understood that the growth measure would be in place by that time.

What is verified data? Verified data is considered by the chartering authority during the charter school renewal process for schools in the low and middle performance categories (for more information on performance categories, see section below entitled, *How are charter schools identified for low performing, middle performing and high performing?*). The chartering authority considers verified data (assessment data) outside of the California Assessment of Student Performance and Progress (CAASPP) and considers renewing a charter school if the verified data show measurable increases in academic achievement *or* strong postsecondary outcomes. Increases in academic achievement are defined as showing one- year's progress for each year in school. Strong postsecondary outcomes are defined as achieving rates of college enrollment, persistence, and completion that are equal to those of their peers. The list of approved verified data criteria and list was adopted by the SBE.

Approved list of academic indicators for verified data. The following academic progress indicators are on the approved verified data list:

- Achieve3000 by McGraw Hill, Grades 2–12
- ACT by ACT, Inc, Grades 11–12
- Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn, Grades K–9
- aimswebPlus by Pearson Assessments, PreK–12
- California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics, Grades 3–8 and Grade 11
- Developmental Reading Assessment, Third Edition (DRA3) by Pearson Assessments, Grades K–8
- Diagnostic Online Reading Assessment (DORA) by Let's Go Learn, Grades K–12
- easyCBM by Riverside Insights, Grades K–8
- English Language Proficiency Assessments for California (ELPAC) by Educational Testing Service, Grades K–12
- Exact Path by Edmentum, Grades K–12
- FastBridge by Illuminate, Reading Grades K-12, Math Grades K–8
- i-Ready 9-12 by Curriculum Associates, Grades 9–12
- i-Ready K-8 by Curriculum Associates, Grades K–8
- Istation's Indicators of Progress (ISIP) by Istation, Grades K–8
- IXL Real-Time Diagnostic: Math and ELA by IXL, Grades K–12
- MAP Growth by NWEA, Grades K–12
- Math Growth Measure by Houghton Mifflin Harcourt, Grades K–12
- mCLASS by Amplify, Grades K–6
- PreACT and PreACT 8/9 by ACT, Inc., Grades 8–10
- RAPID by Lexia Learning, Grades K–12
- Reading Growth Measure by Houghton Mifflin Harcourt, Grades K–12
- SAT Suite by College Board, Grades 8–12
- Star Assessments by Renaissance, Grades K–12 Test of English Language Learning (TELL) by Pearson Assessments, Grades K–12

Approved list of postsecondary indicators for verified data. The following postsecondary indicators are on the approved verified data list:

- California Department of Education DataQuest College-Going Rate
- California State University Enrollment Dashboard Student Origin
- California Partnership for Achieving Student Success (Cal-PASS) Plus High School to Community College Transition Report
- National Student Clearinghouse StudentTracker
- University of California Admissions by School Source
- University of California Undergraduate Graduation Rates

Concerns about verified data. The SBE adopted the criteria for verified data with fidelity and in accordance with the parameters of existing law. The list of verified data has been in use since 2020, which has provided the opportunity for the state to learn more about these assessment sources. Concerns include:

- Stakeholders have raised concerns that the assessments included in the list of verified data are of less rigor and less statistically reliable than the CAASPP.
- It appears that some verified data sources use a test-retest model, where students take an assessment, the student is then provided interventions, and then the student re-takes the test again, which by design, will show student growth because students are being tested during the same school year.
- It appears that some verified data sources use CAASPP data and then weight the growth that students are expected to achieve differently based on the student’s race.

How are charter schools identified for low performing, middle performing and high performing? Below is a chart that outlines which Dashboard indicators are used to identify charter schools as low performing, middle performing or high performing.

Low Performing

- Non-renewal
- All schoolwide indicators red and orange
- Same or lower than the statewide average - subgroups
- Consider “verified data” for possible two-year renewal until June 30, 2025

Middle Performing

- Five-year renewal
- Consider all Dashboard indicators both schoolwide and subgroups
- Consider “verified data” until January 1, 2026

High Performing

- Five to seven year renewal
- All schoolwide indicators blue and green
- Same or higher than the statewide average – subgroups

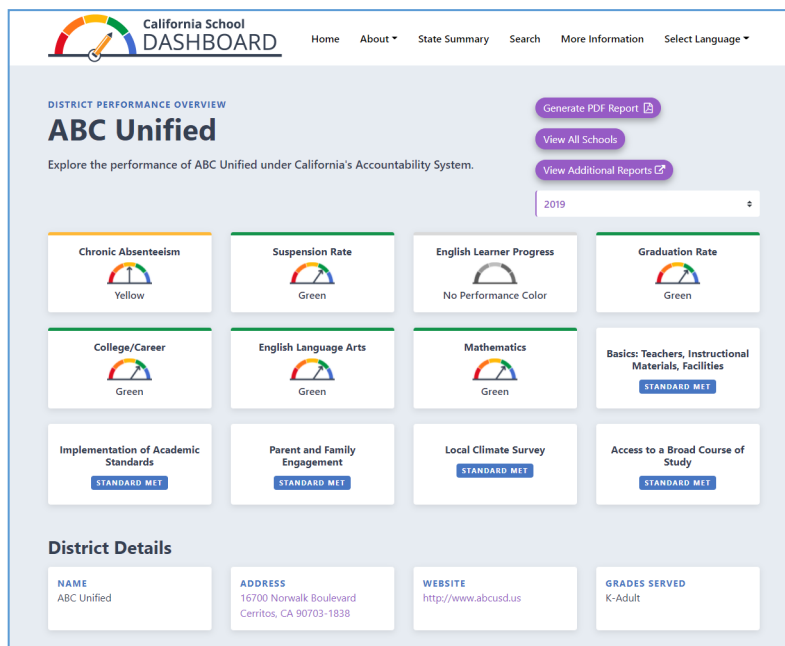
Charter schools are identified as low performing if all schoolwide Dashboard indicators are red and orange or if all academic Dashboard indicators are the same or lower than the statewide average for a majority of the school’s subgroups. These schools have a default of non-renewal,

however they may be renewed for two years with specific findings. In 2024, 98 charter schools were identified as low achieving according to this criterion.

Charter schools are identified as high performing if all schoolwide Dashboard indicators are blue and green or if all academic Dashboard indicators are the same or higher than the statewide average, for a majority of the school's subgroups. These schools have a renewal length of between 5-7 years. For 2024, 210 charter schools were identified as high achieving according to these criterion.

Charter schools are identified as middle performing based on all Dashboard indicators, both schoolwide and subgroups, and the law specifies that academic indicators will have greater weight, as defined by the chartering authority. For 2024, 840 charter schools were identified as middle achieving according to this criterion. Of the 840 middle achieving charter schools, approximately 200 were identified as middle achieving due to the school's small number of pupils or due to the school not serving enough pupil subgroups that perform below the state average.

California School Dashboard. The Dashboard is an online tool that reports school and LEA performance and progress on both state and local measures. State measures apply to LEAs, charter schools, and student groups, and are based on data that is collected consistently across the state. Local measures apply at the LEA and charter school level and are based on data collected at the local level. Charter schools are displayed as their own LEA on the Dashboard independent of their authorizer.



The state and local measures are drawn from the ten priority areas of the LCFF. The Dashboard is updated annually. LEAs receive one of five color-coded performance levels on the state indicators. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red. The data displayed on the Dashboard is used to determine which LEAs and charter schools receive Differentiated Assistance (DA) from COEs and the Statewide System of Support. Eligibility for DA is based on the LEA and school performance on the state and indicators (or colors) on the Dashboard.

State student-level growth model. According to the CDE, since 2015, California has invested significant time and effort in developing a student growth model that is valid, reliable, and fair. California conducted a thorough and thoughtful process of selecting the model that best meets California's needs. On May 12, 2021, the SBE approved a student-level growth model using grades four through eight growth scores. The development and adoption of this growth model was accomplished due to the valuable input from a broad range of stakeholders, and the expertise

of the CDE's assessment vendor, Educational Testing Service (ETS), and the Technical Design Group (TDG).

A growth model is a way of measuring the growth of students' assessment scores year to year based on their statewide assessment scores in English language arts and mathematics. Growth is different from achievement. Achievement—such as a single assessment score—shows us how much students know at the time of the assessment. Growth shows us how much students' scores grew from one grade level to the next. In an accountability system, aggregate student growth can provide a picture of average growth for students within a school, local educational agency (LEA), or student group. California's student-level growth model methodology uses statewide Smarter Balanced test results from students in grades four through eight, due to the fact that CAASPP assesses students in grades 3-8 and 11. The following is the expected data release timeline:

- July 2021 through Fall 2024:
 - Work with LEAs and stakeholders on communication, data use, and visualization strategies.
 - Develop a report that displays the English Language Proficiency Assessment for California levels with growth scores.
- Fall 2024:
 - Earliest release of the next growth model data using current ELA and mathematics data (i.e., 2022, 2023, and 2024 results).
- 2025:
 - The SBE will decide how the growth model will be used in relation to the California School Dashboard.

With the forthcoming sunset of verified data, what data will charter authorizers consider during renewal? As of January 1, 2026, chartering authorities will consider the same data from the Dashboard that is available for all other public schools statewide.

What data are other states using to inform charter school renewals? For schools ending in grades K-3, the District of Columbia charter oversight authority uses the median of the school's Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) student level conditional growth percentile as the growth measure. For schools ending in grades 4-8, the District of Columbia charter oversight authority uses the median growth percentile on the Partnership for Assessment of Readiness for College and Careers (PARCC) as the growth measure. Additionally, several other assessments are authorized for use in grades K-8.

Arguments in support. The California Charter School Association states, "CAASPP testing only occurs at limited grade levels resulting in large portions of the student population with incomplete or inconsistent academic data:

- High school students are only tested in one year (11th grade), so they will never have a meaningful growth score on the Dashboard. This is particularly problematic when students enter below standard. (Over 500 charters schools serve students in high school grades.)
- Schools serving lower grades will not have CAASPP testing for most of their students

and new schools that add grade cohorts each year (e.g., K-5) may only have tested their first cohort when renewal data is required. Additional academic metrics are necessary to assess the school's progress at lower grades.

- Many smaller schools do not generate Dashboard “colors” required for renewal tracks due to a low number of students, and others do not have enough students in various grades or subgroups for disaggregation of data in the Dashboard for meaningful evaluation. When full Dashboards were last available (in 2018 and 2019), of the 1,145 charter schools that were four years or older, 162 charter schools (14%) DID NOT have two or more academic indicators for both years, disqualifying them from renewal track placement. Without allowance to consider supplemental assessments, the authorizers would have no meaningful basis to approve or deny renewal of these charter schools.
- The Dashboard has limited utility for measuring a school's performance with students who were not continuously enrolled in the school for multiple years. This inaccurately penalizes schools that have active outreach to more transient student populations such as drop-outs or immigrants.

“Uncertainty about the Status of a Growth Metric in the State Dashboard Requires Access to Supplemental Data for Renewal Evaluations. A robust assessment of student academic growth over time is an essential component of determining the effectiveness of a school. AB 1505 included the use of “verified data” in charter renewals because, at the time, the Dashboard lacked a growth metric. The use of “verified data” was limited in time because it was assumed that a full growth indicator would be available within a couple of years. The law even provided an opportunity for the SBE to reconsider the use of verified data once the growth metric was in place (see EC 47612(c)(7)).

“Unfortunately, because of the pandemic delays in testing data and other issues, the incorporation of a growth metric into the Dashboard has still not been realized. Currently, the Dashboard still lacks any academic growth metric, and it is unclear if, whether, or when a student growth metrics may be fully incorporated into the Dashboard metrics. At the March 2024 SBE meeting, CDE staff reported that it would provide data on academic growth as supplemental table to the Dashboard after the December 2024 release of the full Dashboard, and that sometime after that, they would begin discussion of how, whether or when academic data may be fully integrated into the Dashboard. Such uncertainty requires the continued use of verified data for charter renewals at least until such time that the Dashboard fully incorporates growth data and sufficient time has allowed the used of both the Dashboard and verified data. This is essential to ensure that the SBE, and the Legislature can reconsider the criteria and conditions for the use verified data for the long-term, as intended under current law (EC Section 47607(c)(7)).”

Arguments in opposition. The California Teachers Association states, “In 2019, we sponsored AB 1505 in part to hold charter schools and neighborhood public schools to the same standard. Prior to enactment of this bill, charter schools used random data sources to justify renewal which did not provide accurate or reliable information about a charter school's quality. Charter schools are publicly funded institutions and must be held accountable to taxpayers, parents, and policymakers. Our 2019 bill developed a transition time during which verified data sources could be used by charter schools during the renewal process, with the eventual goal being that all public schools (charter or neighborhood) would be using the Dashboard for school accountability purposes.

“Allowing charter schools to use a different set of metrics is not comparable, making it difficult to assess the charter school's performance relative to other schools. The Dashboard is an online tool designed to help communities across the state access important information about a school, and it is relied on by parents, students, and policymakers. Using data sources outside of the Dashboard may obscure areas needing improvement or mask deficiencies that require attention. If there are concerns with the Dashboard, then changes should be made to the Dashboard; any necessary changes should impact all LEAs to ensure we hold charter schools and neighborhood public schools to the same standard. Charter schools are public schools that were established with a promise: We will give you the freedom to innovate and you will show us results.

“Charter schools were established as lighthouses that would try new things, and that we could look upon to determine whether there are some policy shifts that could benefit the entire public education system. I have referred to them at times as the Research and Development division of our public education system, although I recognize that much innovation is happening in our neighborhood public schools. I attended a meeting in Oakland of the Little Hoover Commission years ago regarding charter schools and was excited to hear from the director of Oakland Unified School District's charter division about an institutional system they had established of “knowledge transfer.” This system was comprised of the principals at charter schools and the principals at neighborhood public schools meeting on a regular basis to discuss best practices and what was working - that is what the charter school movement should be about: Sharing lessons learned, and we don't do this enough. That said, the public education system cannot learn from this experiment if everyone is not being evaluated by the same measuring stick.

“It is time for charter schools to join California's school accountability system just like all other neighborhood public schools. Doing so enhances accountability, fosters trust, facilitates informed decision-making, and supports quality improvement efforts.”

Recommended Committee Amendments. Staff recommends the bill be amended to:

- 1) Extend the sunset date for the use of verified data for low achieving and middle achieving charter schools until June 30, 2026 and January 1, 2027, respectively to allow for the SBE to fully implement the student level growth model.
- 2) Clarify that upon adoption of performance standards for growth of the SBE's adopted pupil-level academic growth measure for English language arts and mathematics, the SBE may reconsider the criteria for verified data; and, clarify that charter authorizers shall consider the performance standards for growth of the SBE's adopted pupil-level academic growth measure during charter school renewal.
- 3) Require the SBE to regularly review the list of verified data for continued inclusion and removal of sources.
- 4) Require CDE to provide resources to charter authorizers on how to use data published by the CDE that is used to develop the Dashboard during renewal; and require charter schools to allow the charter authorizer to receive verified data directly from the publisher in accordance with SBE adopted data use procedures, in order to provide transparency.

- 5) Require the CDE to release the charter school performance data within 60 days of the release of the Dashboard.
- 6) Technical amendment to update and clarify the term “verifiable data” to mean data that is used by the department to produce the Dashboard and delete obsolete language related to the COVID-19 pandemic.

Related legislation. AB 1505 (O’Donnell), Chapter 486, Statutes of 2019, makes various changes to the processes of charter school authorization, appeals, and renewal, and specifically related to this bill, does the following:

- 1) Requires charter authorizers to use the state accountability system as the criteria for charter school renewal.
- 2) Authorizes charter renewals of five to seven years for high performing charter schools.
- 3) Authorizes charter renewals for five years for middle performing charter schools.
- 4) Specifies that charter authorizers shall not renew low performing charter schools.
- 5) Requires charter authorizers to consider verified data, approved by the SBE, for middle and low performing charters on renewal during a transition period before the SBE’s student growth measure is adopted. Allows a low performing charter to be renewed for two years using verified data.

REGISTERED SUPPORT / OPPOSITION:

Support

A Plus Charter Consulting
 Academia Avance
 Achieve Charter Schools
 Albert Einstein Academies Charter Schools
 Alder Grove Charter School
 Alliance College-ready Public Schools
 Alma Fuerte Public School
 Alpha Public Schools
 Alta Public Schools
 Altus Schools
 Aplus+
 Ararat Charter School
 Arts in Action Community Charter Schools
 Association of Personalized Learning Schools & Services (APLUS+)
 Aveson Schools
 Bayfront Charter Schools
 Bella Mente Montessori Academy
 Big Picture Educational Academy - Adult High School
 Big Sur Charter School
 Birmingham Community Charter High School

Bridges Preparatory Academy
Bright STAR Schools
Caliber Public Schools
California Charter Schools Association (CCSA)
California Creative Learning Academy
California Pacific Charter Schools
Camino Nuevo Charter Academy
Center for Advanced Learning
Charter Schools Development Center
Chime Institute
Clovis Global Academy
Collegiate Charter High School of Los Angeles
Compass Charter Schools
Connect Community Charter School
Core Butte Charter School
Crete Academy
Davinci Schools
Discovery Charter Preparatory School
Ednovate
Education for Change Public Schools
Eel River Charter School
El Rio Community School
El Sol Science and Arts Academy
Environmental Charter Schools
Epic Charter School
Equitas Academy Charter Schools
Escuela Popular
Excel Academy Charter School
Extera Public Schools
Fenton Charter Public Schools
Gateway Community Charters
Girls Athletic Leadership Schools Los Angeles
Golden Eagle Charter School
Gorman Learning Center Charter School
Greater San Diego Academy Charter School
Green DOT Public Schools California
Griffin Technology Academies
Guajome Schools
Harriet Tubman Village Charter School
High Tech Los Angeles
Homotech Charter School
Icef Public Schools
Imagine Schools
Ingenium Schools
Intellectual Virtues Academy of Long Beach
Isana Academies
Ivy Academia Entrepreneurial Charter School
Ivy Bound Academy Charter Middle School
James Jordan Middle School

Jcs INC. Family of Schools
Julia Lee Performing Arts Academy
Kairos Public Schools
Kipp Norcal
Larchmont Charter School
Lashon Academy
Los Angeles Academy of Arts and Enterprise
Los Angeles Leadership Academy
Method Schools
Mueller Charter Schools
Multicultural Learning Center
Navigator Schools
New Heights Charter School
New West Charter
Ocean Charter School
Ocean Grove Charter School
Olive Grove Charter School
Orange County Academy of Sciences and Arts
Pacoima Charter School
Para Los Niños
Pasadena Rosebud Academy Charter School
Pazlo Education Foundation
Puente Learning Center
Renaissance Arts Academy
River Oaks Academy
Sage Oak Charter Schools
San Diego Cooperative Charter Schools
Santa Rosa Academy
Scholarship Prep Charter School
Sequoia Career Academy
Sequoia Grove Charter Alliance
Shasta Charter Academy
Sherman Thomas Charter School
Sierra Foothill Charter
Sky Mountain Charter School
Soar Charter Academy
Soleil Academy
South Sutter Charter School
Sparrow Academy
Springs Charter Schools
Stem Prep Schools
Summit Public Schools
Sycamore Creek Community Charter School
Synergy Academies
The Classical Academies
The Foundation for Hispanic Education
The Language Academy of Sacramento
The Learning Choice Academy Charter School
Union Street Charter

Urban Discovery Academy
Valley Charter School
Value Schools
Vaughn Next Century Learning Center
Vibrant Minds Charter School
Vista Charter Public Schools
Watts Learning Center Schools
Wish Charter Schools
Ypi Charter Schools

Opposition

Alameda County Office of Education
California School Employees Association
California Teachers Association

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