



Executive Summit

Monday, October 29, 10 am to 8:30 pm
Tuesday, October 30, 8 am to 3:30 pm

To take place at the San Francisco Airport Marriott Waterfront Hotel, Salon E

AGENDA

Day/Time	AGENDA ITEM
Day 1	Focus: Leadership Transition, Clarifying and Collecting Feedback on Proposed Strategy
9:30-10:30	REGISTRATION/COFFEE <i>*Please aim to arrive by 10am if at all possible</i>
10:30-11:15	CCSA Leadership Transition
11:15-11:45	Introductions
11:45-12:30	Context Setting
12:30-1:30	LUNCH
1:30-3:00	CCSA Snapshot <i>*Please review context and red-like snapshot (pp. 4-20) and come prepared to discuss thoughts on the following discussion questions</i> <ul style="list-style-type: none"> • <i>To what extent do you believe the snapshot strikes an appropriate balance on ensuring focus on the sector's needs while working to secure equity for all public education students?</i> • <i>If you could make one change to the snapshot, what would you suggest?¹</i>
3:00-3:15	BREAK
3:15-4:45	Proposed Discover/Defend Policy Agenda <i>*Please review the proposed Discover Charter Schools Policy agenda (pp. 21-22) and come prepared to discuss your thoughts on the following discussion questions:</i> <ul style="list-style-type: none"> • <i>What do you think of the proposal to move away (at least for now) from our traditional approach (backing/sponsoring legislation or policy changes specific to charters)?</i> • <i>To what extent do you believe these are the right issues for CCSA to be focused on?</i> • <i>Do you believe these proposals will help reframe the narrative about charters and ultimately strengthen our defense efforts?</i> • <i>Which proposal do you find the most compelling?</i> • <i>Are there other issues that you believe should be considered?</i>
4:45-5:15	CCSA Advocates Leadership Transition
5:15-5:30	Day 1 Wrap up
5:30-6:00	SOCIAL TIME
6:00-7:00	Fireside Chat with <ul style="list-style-type: none"> • Kristi Kimball, Charles & Helen Schwab Foundation • Don Shalvey, Gates Family Foundation • Joe Williams, Walton Family Foundation
7:00-8:30	DINNER

¹ Questions may change slightly but we can provide a revision, if need be, at the Summit.

Day 2	Focus: Clarifying Collective Action Asks, Confirming Commitments and Equipping Leaders with what they need
8:00-8:30	Overview of Day/ Collective Action Asks <i>*Please review C-C-S-A Collective Action asks (pp. 23-29) and come prepared to share the extent to which your organization is committed to fulfill them and ideas about how you might do so.</i>
8:30-9:00	CCSA Advocates' Collective Action Ask
9:00-10:25	Communications Collective Action Ask
10:25-10:35	BREAK
10:35-12:00	Statewide Advocacy Collective Action Ask
12:00-1:00	LUNCH
1:00-1:30	Conference Collective Action Ask
1:30-2:30	Advocacy Council Panel and Collective Action Ask
2:30-2:45	BREAK
2:45-3:30	Wrap Up/Next Steps



Strategic Snapshot

Background

CCSA's snapshot is designed to be an easy-to read iterative document highlighting CCSA's vision, mission, strategic priorities and a way to document specifically work outside the scope of CCSA's responsibilities. For example, CCSA's leadership has used the snapshot to be very clear that CCSA should avoid working on broader education reform issues, instead focusing attention on charter-specific issues.

In light of recent changes to the policy and political environments, CCSA has deviated from priorities and strategies previously articulated in the snapshot and we believe it important to update the snapshot to more accurately reflect the current vision, priorities and strategy.

Staff presented the attached redlined version of the snapshot in preparation for a recent joint meeting CCSA Member Council and CCSA Advocates Political and also for a joint meeting of the CCSA and CCSA Advocates Boards. In both meetings, staff collected feedback on the snapshot. In general, both councils were generally supportive of the expansion of equity and inclusion work focus on all schools, not just charters but several representatives noted that the "charter like" language did not resonate. And, in the Board meeting, Board members expressed support for adding the sixth F for equity, but suggested that more expansive changes may be necessary—such as changes to the vision and mission statements.

In light of the impending CCSA leadership change, we want to be careful to not make changes to this guiding document too quickly, and the Board has suggested giving time for our new CEO to collect additional feedback from members before proposing changes to the Board.

Discussion Questions for Summit Attendees

We will solicit your feedback at the Summit by asking attendees to respond to the following questions:

- To what extent do you believe the snapshot strikes an appropriate balance on ensuring focus on the sector's needs while working to secure equity for all public education students?
- If you could make one change to the snapshot, what would you suggest?¹

¹ Questions may change slightly but we can provide any revisions at the Summit.

Overview of Changes

While we encourage you to review the full snapshot, which is attached in redline format, below you will find an overview of the changes presented to the CCSA Member Council, CCSA Advocates' Political Councils and the CCSA and CCSA Advocates Boards in September 2018.

VISION

Current CCSA Vision: Increasing student learning by growing the number of families choosing high quality charter schools so that no child is denied the right to a great public education.

Proposed new CCSA Vision: Providing absolutely every young person a great public education by growing the number of families choosing high quality charter public schools and encouraging all public schools to become more charter-like.

Variation 2: Providing absolutely every young person a great public education by growing the number of families choosing high quality charter public schools and encouraging all public schools to become as equitable as charter public schools.

Comment: The Board has previously said that a vision should be in service to an ideal. CCSA's current vision describes "learning" as that ideal, but it may make sense to consider making "Public Education" that ideal to reflect the fact that in our society public education occupies a unique place in our collective psyche. It is the thing that we believe best reflects our commitment to give all people equal opportunity to succeed and enjoy life.

The current Vision focuses exclusively on charter schools. It is silent on what is supposed to happen to the rest of public education. Thus far, we have not been able to agree about what we want the public education system to evolve into. For many years, we did not suffer blowback due to our inability to craft a shared vision for what the traditional system is supposed to evolve into. That is no longer the case. People are being led to conclude that the growth of charter schools presumes damage being done to public education more broadly and that is leading more people to oppose charter schools. We also have many within the traditional system who assume that the charter school movement is one big replacement strategy because we believe that nothing of value can be found within the traditional public school system. This leads many educators within the system who could be our allies to oppose us in ways that they wouldn't if they felt that there was space and opportunity for them within the future that we envision.

By showing that we believe that all public schools can evolve to become more charter-like, we are signaling that we believe the end state we are moving to is one where, yes, all public schools will be charter schools or charter-like schools, but that we believe a part of the equation is that many existing public schools will be able to remake themselves so that they may play an important role in the future of public education. In Variation 2, we are unabashed about the fact that we believe that, by design, the charter school model is fundamentally more aligned with student equity than the traditional public school model, and we highlight how a

portion of our work will go to making sure that we can drive an equity agenda that will ultimately help all kids achieve greater equity whether it is through enrollment in a charter school or enrollment in another public school that has evolved to treat all students more equitably.

MISSION

Current CCSA Mission: A million students attending charter public schools by 2022, with charter public schools outperforming non-charter public schools on every measure.

Proposed New CCSA Mission: Every student in California attending a great charter school, or a great charter-like public school, by 2030.

Comment: We had said that a mission statement should give us something specific to work toward like Kennedy saying that we should get people to the moon and back before the end of the decade. We focused on hitting a big hairy audacious enrollment growth goal by the end of our third decade.

Over the years, we have heard many times from various stakeholders that our current mission is not as engaging as it needs to be. It seems to value charter growth for charter growth's sake. It identifies a big enrollment number but does not explain why that number is important. Further, the Mission does not express interest in what happens to all other schools and kids, nor does it provide definition regarding what we are working toward as a new end state.

A new Mission like the proposed one articulated above would show us working toward an end state where all public schools have gotten better by a date. Whether that date is realistic or whether we should be setting an interim goal – 50% rather than all – is something we can certainly discuss. But as an overall frame for our work, I think the refined Mission is a step forward from our current one.

ANCHOR TO SOCIAL JUSTICE

This would be a new page we would add to the deck stating the following:

“CCSA embraces its history of being an advocacy organization advancing issues of social justice and civil rights by growing a charter school movement that values diversity in culture, gender, race, ethnicity, sexual orientation, religion, age, disability and perspective. While we seek to grow a movement that serves all kids, all families and all communities, we maintain a special focus on ensuring that our most historically underserved and vulnerable student populations are finally provided the high-quality education they deserve.”

Comment: This is a statement that we have intended to include in the Snapshot whenever it is next updated. We believe it should be prominently displayed right below our mission and vision.

ROLE

Current CCSA Role: Serving as the advocacy organization that builds the policy environment needed to grow as quickly as possible the number of students attending high quality charter public schools.

Proposed New CCSA Role: Serving as the advocacy organization that builds the policy environment needed to grow as quickly as possible the number of students attending high quality charter and charter-like public schools.

Comment: The change highlights that we are adjusting our priorities slightly to reserve a portion of our effort to also help traditional public schools to become more like charter schools. Otherwise, the language is consistent with the old snapshot.

WHAT WE STRIVE FOR

Current Approach: “The Five F’s.”

In this section we identify the key policy levers that are the focus of our work.

- Funding
- Facilities
- Freedom
- Firmer Accountability
- Faster Growth

At a certain moment in time, it was very important that the Association identify these Five F’s as it was believed that CCSA was not properly focused on the key policy priorities having huge impact on charter schools. In order to further define our focus, under each of the F’s, we provided detail which only further grounded the work of CCSA staff and the expectation of our members. For example, under Facilities, we were explicit that staff are to be fighting for Prop 39 wins, expansions of the SB740 program, and acquisition of state and local bond funding, in addition to other specific facilities wins. Using the same approach across all the F’s, the snapshot helps root CCSA staff in key policy proposals having massive impact on individual charter schools and the whole movement.

Proposed New Approach: Adding a 6th F, “Full Equity for All.”

In order to create a new focus on pushing traditional public schools to become more equitable in the ways that charter schools are more equitable than traditional public schools, we propose making a 6th F, “Full Equity for All.” As we have done under each of the existing F’s, we believe it would be necessary to provide definition so as to focus staff’s efforts on work related to full equity for all. These are some of the bullets we would propose including under this new F:

- Ensuring that no public school may exclude a student from admissions based upon their place of residence or upon selective academic admissions criteria.
- Ensuring that all public schools receive all of the funding their students generate at the school level so that no party may redirect funds away from the students for whom the funding was intended.
- Ensuring that it is transparent and clear how public education funding is being spent all the way down to the school level so that we can ensure equitable treatment of students.
- Ensuring that we are constantly pushing to invest additional state funding in our highest need students
- Ensuring that all public schools' performance is evaluated every five years by an independent regulator in order to ensure that all of the school's students are well served.

HOW WE SUCCEED

We would recommend leaving this section the same.

MAINTAINING FOCUS

We recommend a few adjustments in this section.

- We would adjust our language saying we do not contribute to leadership development at all. We would instead say that we believe CCSA has a key role to play in providing additional assistance to leaders of color to successfully open new charter schools.
- We would also adjust our language saying that we do not advocate on non charter school issues. We would alter the language to say that we advocate on charter school issues and on issues where there is an opportunity to achieve greater equity for all public school students, especially as it relates to the creation of greater charter-like conditions for traditional public schools.

REMEMBERING THE ESSENTIALS

We would recommend leaving this section the same.

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Strategic Snapshot

Full Equity for All Students Through
Growth of Charter Public Schools
and Reform of All Public Schools to
Become More Charter-Like



September 2018

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Vision

- ~~■ Increasing student learning by growing the number of families choosing high quality charter schools so that no child is denied the right to a great public education.~~
- Providing absolutely every young person a great public education by growing the number of families choosing high quality charter public schools and encouraging all public schools to become as equitable as charter public schools.

*strikethrough text represents previous language. The second statement is the new text that was proposed




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Mission

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- ~~A million students attending charter public schools by 2022, with charter public schools outperforming non-charter public schools on every measure.~~
- *Every student in California attending a great charter school, or a great charter-like public school, by 2030.*



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Role

4

- *Serving as the advocacy organization that builds the policy environment needed to grow as quickly as possible the number of students attending high quality charter and charter-like* public schools.*

*underlined text represents new insertion



Anchor to Social Justice*

- *CCSA embraces its history of being an advocacy organization advancing issues of social justice and civil rights by growing a charter school movement that values diversity in culture, gender, race, ethnicity, sexual orientation, religion, age, disability and perspective. While we seek to grow a movement that serves all kids, all families and all communities, we maintain a special focus on ensuring that our most historically underserved and vulnerable student populations are finally provided the high-quality education they deserve.*

**this is a completely new slide*



What We Strive For – The 6 F's

- **FUNDING** – *Securing equal funding for charter school students.*
- **FACILITIES** – *Securing equal facilities for charter school students.*
- **FREEDOM** – *Making sure educators have the freedom they need to innovate and succeed with students.*
- **FASTER QUALITY GROWTH** – *Making sure successful educators have the supports they need to serve more students.*
- **FIRMER ACCOUNTABILITY** – *Making sure that charter schools are held to ever-higher standards or lose their license to operate.*
- **FULL EQUITY FOR ALL** – *Making sure all public school students achieve greater equity by supporting adequate and equitable funding for all students and by pushing all public schools to adopt characteristics of charter schools better aligned with student equity.*



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What We Strive For – Detail

FUNDING

UBER-METRIC: *Charter school students receive ever-growing levels of funding equity relative to non charter public school students.*

- *As LCFF phases in, charter schools receive ever-growing levels of funding equity.*
- *Over time, charter schools see the remaining sources of funding inequity within state LCFF eliminated.*
- *Charter schools receive equitable levels of other state public school funding.*
- *Charter schools students are equitably included within local parcel tax measures.*



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What We Strive For – Detail

FACILITIES

UBER-METRIC: *An ever-growing percentage of California charter schools are housed in acceptable facilities provided by the public.*

- *Charter schools are provided reasonably equivalent school facilities by school districts via multi-year Prop 39 agreements.*
- *Charter schools receive growing levels of per pupil funding from the State Charter Schools Facilities Program.*
- *Charter schools are equitably included in state and local facilities bonds, and those funds are provided with maximum flexibility.*
- *Charter schools receive the zoning decisions they need to develop and occupy new school facilities.*



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What We Strive For – Detail

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FREEDOM

UBER-METRIC: Growing numbers of charter schools have the freedom they need to succeed with students.

- Charter schools see no laws pass limiting the flexibility and agility they need to innovate and succeed with students.
- Charter schools leaders report having authorizers that respect charter school autonomy and the need for freedom from unnecessary compliance burdens.
- Charter schools have many options for securing full responsibility and funding for special education programs.
- Charter schools see reasonable regulation avoid the emergence of scandal and conflicts.



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What We Strive For – Detail

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FASTER QUALITY GROWTH

UBER-METRIC: Charter schools maintain a pace of growth enabling the movement to serve a million students by 2022.

- Charter schools have access to ample public and private startup funds to assist in the growth and replication of quality charter.
- Charter schools increase the % of students attending schools performing in the top quartile of all schools in the state.
- Charter schools serve a demographic of students reflective of California,
- Charter schools see a growing % of charter school enrollment in fully autonomous charter schools.



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What We Strive For – Detail

11

FIRMER ACCOUNTABILITY

UBER-METRIC: *An ever decreasing percentage of charter schools perform in the bottom quartile relative to non charter public schools.*

- *Charter schools have clear statewide minimum academic performance requirements for renewal.*
- *Charter schools missing minimum requirements are not renewed at the local level without first receiving state approval.*
- *Parents and the general public have ongoing access to high quality academic performance data for all public schools.*
- *Charter schools serving alternative student populations have an appropriate alternative accountability model in place.*



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What We Strive For – Detail*

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FULL EQUITY FOR ALL

UBER-METRIC: *An ever increasing percentage of public school students attend charter schools and charter-like adopting practices aligned with student equity.*

- *Ensuring that no public school may exclude a student from admissions based upon their place of residence or upon selective academic admissions criteria.*
- *Ensuring that all public schools receive all of the funding their students generate at the school level so that no party may redirect funds away from the students for whom the funding was intended.*
- *Ensuring that it is transparent and clear how public education funding is being spent all the way down to the school level so that we can ensure equitable treatment of students.*
- *Ensuring that we are constantly pushing to invest additional state funding in our highest need students*
- *Ensuring that all public schools' performance is evaluated every five years by an independent regulator in order to ensure that all students are well served.*

**completely new slide*




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How We Succeed

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- **ELECTORAL STRENGTH** – *Operating as tandem c3/c4 organizations winning at the ballot box.*
- **STATE ADVOCACY** – *Winning in Sacramento.*
- **LOCAL ADVOCACY** – *Winning in districts and counties.*
- **LEGAL DEFENSE** – *Winning in the courts.*
- **BASE BUILDING AND ACTIVATION** – *Getting our people to act.*
- **COMMUNICATIONS** – *Growing public support.*
- **NEW SCHOOL DEVELOPMENT** – *Being a difference maker for more rapid expansion of charter schools.*
- **PERFORMANCE MANAGEMENT** – *Being a difference maker in defense of quality.*



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How We Succeed – Detail

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ELECTORAL STRENGTH

- *CCSA, working in tandem with CCSA Advocates, demonstrates an ever-increasing ability to elect-charter supportive candidates to the legislature and to schools boards across the state.*
- *We also works to pass charter-supportive state and local ballot initiatives, including facilities bonds and parcel taxes, and to defeat ballot initiatives that are harmful to charter schools.*
- *Over time, CCSA will help ensure that charter schools have majority support in the legislature and on district and county boards across California.*
- *Finally, CCSA engenders from charter school stakeholders ever-greater levels of involvement in electoral efforts for candidates and issues supportive of charter schools.*



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How We Succeed – Detail

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STATE ADVOCACY

- *CCSA demonstrates an ever-increasing ability to pass policy proposals supportive of charter schools and to stop ones harmful to charter schools in the legislature.*
- *CCSA secures wins for charter schools in the state budget process.*
- *CCSA demonstrates an ever-increasing ability to secure charter-supportive decisions from the SBE, the CDE and other state agencies.*
- *CCSA generates ever-greater levels of involvement and collective action from charter school stakeholders in support of advocacy efforts at a state level.*



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How We Succeed – Detail

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LOCAL ADVOCACY

- *CCSA demonstrates an ever-increasing ability to secure votes supportive of charter schools at school district boards and county boards.*
- *CCSA ensures that charter schools receive timely approvals of new charter petitions and renewals.*
- *CCSA helps ever-growing numbers of charter schools secure equitable facilities from school districts via Proposition 39.*
- *CCSA ensures that district and county oversight of charter schools avoids needless over-regulation and emphasis on compliance.*
- *CCSA generates ever-greater levels of involvement and collective action from charter school stakeholders in support of advocacy efforts at the district and county levels.*



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How We Succeed – Detail

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LEGAL DEFENSE

- *CCSA secures court decisions and other legal rulings in support of charter schools.*
- *CCSA makes loans and grants and provide other assistance to charter schools fighting legal battles of importance to the broader charter school movement.*
- *CCSA serves as a party to litigation against school districts and other entities when it is necessary to protect the broader charter school movement.*
- *CCSA generates ever greater levels of involvement and coordination between members of the legal community working on issues of importance to California's charter schools.*



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How We Succeed – Detail

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BASE BUILDING AND ACTIVATION

- *CCSA grows the number of charter school parents, teachers, alumni and board members taking grassroots action in support of charter schools.*
- *CCSA expands the database of charter school stakeholders supportive of charter school advocacy priorities.*
- *CCSA grows the number of charter school stakeholders registered and turning out to vote.*
- *CCSA demonstrate an ever increasing ability to generate high levels of stakeholder participation in just-in-time grassroots action in support of charter school priorities.*



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How We Succeed – Detail

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COMMUNICATIONS

- *CCSA increases public awareness and support for charter schools. This includes:*
 - *Generating press coverage, op-eds and editorials supportive of charter schools and the Association's advocacy priorities.*
 - *Generating increased traffic to CCSA website in support of advocacy priorities.*
 - *Creating additional awareness and support through increased use of social media and other technology.*
 - *Accelerating positive word-of-mouth communications impact by effectively archiving and leveraging the voices of charter school stakeholders across California.*
- *CCSA responds to scandals, attacks and other threats against charter schools that play out in the media.*



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How We Succeed – Detail

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NEW SCHOOL DEVELOPMENT

- *CCSA increases the rate at which strong charter school developers are able to open new schools. This includes:*
 - *Providing technical assistance to developers able to successfully open, while dissuading/preventing ill-prepared developers from opening. We emphasize assisting the replication of smaller successful organizations.*
 - *Administering growth incentive programs to encourage the faster expansion of quality providers in high priority regions.*
 - *Encouraging and helping to wisely direct high levels of private philanthropy to support new charter school startup.*
 - *Supporting the expansion of charter schools in high priority locations where compelling examples of charter school success are emerging.*



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How We Succeed – Detail

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PERFORMANCE MANAGEMENT

- *CCSA successfully manages an annual public call for the closure of underperforming schools, with at least 50% of identified schools actually closing.*
- *CCSA assists with the closure of other underperforming charter schools.*
- *CCSA releases report cards of all charter schools and early warnings to under performers, connecting struggling schools to sources of support to improve their programs.*
- *CCSA releases reports educating the broader public about the performance of charter schools and putting constructive pressure on the broader charter school sector to continually improve.*



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Maintaining Focus*

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WHAT WE ARE NOT

- *Instructional experts and/or coaches for charter schools.*
- *Providers of fee-based products and services for charter schools.*
- ~~*Developers of leadership and other talent for charter schools.*~~
- ~~*Advocates on policy matters not related to charter schools*~~
- *Advocates for charter schools that are poor performers*

**this slide has been adjusted. Previously, it had a bullet say that CCSA does not assist with leadership development, but that is no longer true given work CCSA has taken on to help develop new leaders of color successfully open new charter schools. The slides also included a bullet saying that we do not advocate on matters affecting the broader public education, but –if we take on the full equity for all work we would need to eliminate that bullet*



Remembering the Essentials

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HOW WE PROTECT ORGANIZATIONAL HEALTH

- *We manage fiduciary/compliance responsibilities.*
- *We build a prudent fiscal reserve*
- *We diversify our base of financial supporters.*
- *We host an ever growing annual conference.*
- *We keep membership rates for autonomous charter schools at 80% or higher.*
- *We support the development of a strong Board and Member Council.*
- *We maintain organizational health by ensuring that staff continue valuing CCSA as a special place to work.*



Discover / Defend Charter Schools

Transforming Public Opinion Through Policy & Mobilization in 2019

CCSA's legislative efforts in 2019 will fully integrate and leverage our communications and grassroots assets to push back against major legislative and regulatory threats. In order to advocate through defense however, we must first educate through offense to maximize messaging value in the Capitol. To that end, we plan to sponsor legislation in 2019 that redefines the terms of debate on charters and boldly denies our opponents the moral authority to lay exclusive claim to the public school values of equity, transparency, fairness and inclusion. Further, our legislative campaign will be punctuated by a drumbeat of mobilization activities next year that center the voices of our members and parents in illustrating the promise of charters schools and why our schools deserve to be protected.

Below is a description of the five issues we will consider sponsoring legislation in 2019—collectively deemed, CCSA's proposed Discover Charter Schools Policy Agenda.

- Special Education Concentration Funding & Inclusive Settings
Our opponents will continue to foment the argument next year that charters do not serve an equitable number or range of students with disabilities relative to districts. To inoculate against these attacks, we may sponsor budget legislation that funds the evidence-based co-teaching practices charters have pioneered over the last decade in the area of general education settings for students with disabilities. We could do so in the form of per pupil stipends for both district and charter schools that serve students with “moderate-to-severe” disabilities in general education settings for 80% or more of the instructional day. Alternatively, we may want to consider combining low incidence apportionment funding with the extraordinary cost pool, and expand its use to include targeted support for LEAs, both charter and district that are serving students with moderate to severe disabilities.
- LCFF Concentration for Lowest Performing Subgroup
While our efforts to pass AB 2635 (Weber) this past year fell short, we were successful in securing a \$300 million block grant for low performing students in both district and charter schools. We may want to consider sponsoring legislation once again that would establish a fourth high need sub group under LCFF defined as the “lowest performing subgroup,” African American students. Charters and districts would receive additional concentration funding in exchange for demonstrating greater accountability for the outcomes of African American students.
- District Fiscal Transparency
Charter schools practice certain fiscal reporting and accountability standards to ensure that the students and schools that generate funding should be the focus of that funding. Such practices are not required of district schools and enable districts to obscure how they are spending concentration grants, for example. We may sponsor legislation that

emphasizes and promotes such practices as the gold standard in public education. This may come in the form of requiring that, like charters, districts adopt their budgets down to the school level, subject each of their schools to an annual audit, and require that their schools produce quarterly financials to the district.

- Academic Accountability for Districts

Charters are required to go before their authorizer every five years and can be permanently closed if they chronically underperform. We may sponsor legislation requiring that districts be evaluated every five years by their County Office of Education. If the district is found to consistently underperform, the County would conduct a second look process whereby the district is compared with other similar districts or CMOs. If the district fails the second look process, its lowest performing schools could be contracted out by the County to other districts or CMOs for turn-around efforts.

- Higher Per Pupil Funding

A coalition of education organizations led by the California School Boards Association, is preparing to launch a campaign in support of a revenue package that would appear on the November 2020 ballot that would raise California's per pupil spending levels commensurate with the top ten states. CCSA will need to determine how prominently we and our funding will be involved in such a campaign, and what concessions we may want to extract for our support.

Discussion Questions

At the Summit, attendees will hear a bit more about these proposals and have the opportunity to provide feedback in response to the following discussion questions¹:

- What do you think of the proposal to move away (at least for now) from our traditional approach (backing/sponsoring legislation or policy changes specific to charters)?
- To what extent do you believe these are the right issues for CCSA to be focused on?
- Do you believe these proposals will help reframe the narrative about charters and ultimately strengthen our defense efforts?
- Which proposal do you find the most compelling?
- Are there other issues that you believe should be considered?

¹ Questions may change slightly but we can provide any revisions at the Summit.

Statewide Collective Action Asks: C-C-S-A

To push forward CCSA's proposed policy agenda, CCSA believes it is critical to demonstrate that the Movement is united (charter leaders, funders, parents, partners, CCSA), that we are all striving to accomplish the same objectives both locally and statewide.

In this pursuit of a unity demonstration, CCSA will be asking Summit attendees and others to commit to the four collective action actions you see outlined below:

- **C-Conference**—Send twice the number of attendees to the conference as your school/organization has sent to a Sacramento conference in the past (or participate for the first time) and encourage those attendees to take part in a rally on the capitol steps on March 13, 2019. For those in proximity to Sacramento, send even more to the rally.
- **C-Communications**— Post a policy agenda-aligned video to your own social media outlets such that it results in an increasing number of engagements and helps collectively generate at least 200,000 views
- **S-Statewide Advocacy--** Participate in “Rattle the Capitol,” the week of February 25, 2019 by generating one electronic contact with a legislative office per 10 students served to express support for CCSA's Discover/Defend policy agenda.
- **A-Advocacy Council--** Join a local collective action effort to demonstrate locally how charter schools are united in providing great options for students across the state—particularly for students that have been historically underserved.

Below, you will find a more detailed description of each of these asks, and how you and your community might go about doing them, why they are important and a brief description of other ways to support the broader strategy.

C-Conference: Send twice the number of attendees to the conference as your school/organization has sent to a Sacramento conference in the past (or participate for the first time) and encourage those attendees to take part in rally on the capitol steps on March 13, 2019. For those in proximity to Sacramento, send even more to the rally.

Through these efforts, CCSA aims to host the largest conference ever and the largest rally in support of charter schools.

CCSA Supports

- To ease conference participation, CCSA will improve conference programming so conference is more useful to charter school teachers and instructional leaders. Specifically, CCSA will:
 - Increase teacher-relevant breakout sessions (making the “In the Classroom” strand the largest it has ever been)
 - Host best practice roundtables focused on personalized learning, project-based learning, social emotional learning, and innovative instructional practices
 - Offer extended breakout sessions for instructional leaders
 - Offer diversity content geared toward increasing the number of leaders of color
- To ease efforts to attract participants to the rally, CCSA will:
 - Design a rally demonstrating the depth of support for charter schools among a diverse constituency of Californians. The event will be designed and executed primarily by youth and families to drive home the truth about charters: they are broadly supported among families and provide high-quality education for all.
 - Provide materials to help describe and promote the event and navigate compliance. Materials to include a sample invitation and social media language and will be available in November.
 - Reimburse schools for transportation of those traveling in just for the rally.
 - Welcome all rally participants (even those not registered for the conference) to take part in the March 13 plenary session (see schedule)
 - Provide snacks and water for rally participants.

Schedule:

1:30pm-2:45pm	Plenary Session. All conference attendees and day-of attendees welcome to attend.
2:45-3pm	Walk to Capitol
3pm-4pm	Rally at the north side of the Capitol

Why It Matters/How it Fits in to Broader Strategy

Participation in the conference and the rally is an opportunity to demonstrate that our movement is stronger and more united than ever which will be increasingly important in light of the political climate anticipated in 2019.

Rally participation is a key part of our strategy to help shape the way the public and key decision makers think of charter schools. Designed and executed primarily by youth and

families, the rally will amplify messages underlying our policy agenda proposals and demonstrate the depth of support for charter schools among a diverse constituency of Californians.

C-Communications: Post a policy agenda-aligned video to your own social media outlets such that it results in an increasing number of engagements and helps collectively generate at least 200,000 views

More specifically, we ask that, in January, you commit to your school (or organization):

1. Posting the video to your own social media outlets (Facebook, Twitter)
2. Encouraging engagement (re-posts, shares, likes, comments) on this video

CCSA Supports

To ease participation, CCSA will:

- Create a short, compelling video aligned with the proposed Discover Charter Schools Policy Agenda intended to help change how the public thinks of charter schools (highlighting how charter schools serve students that have been historically underserved in public education). This video will be similar to those used most recently in our Discover Charters paid media campaign (see the following videos: [Kids First](#), [Why Charters: Unique](#))
- Make the video easily accessible [via this website](#), the Weekly Member Digest and, as needed, targeted emails
- Provide sample tools to encourage engagement on the video such as sample newsletter articles, emails and email signatures
- Foster the sharing of ideas of other promising ways to encourage engagement
- Share out school (or organization) specific progress on a regular basis to assess the extent to which a school or organization's efforts are resulting in more engagements and the extent to which collective efforts are resulting in views

Why It Matters/How it Fits in to Broader Strategy

This video is just one piece of an overall effort to increase public awareness and support for charter schools.

In general, CCSA's strategy relies on targeted communication to three key audiences. Below is a brief description of each of these audiences, why we believe each is important and the primary ways we are communicating or plan to communicate with them:

- 1) The charter school base (i.e. those already affiliated with charter schools or a particular charter school): It is important that we engage this audience because they are uniquely positioned to change opinions of many others due to their direct experience with charter schools. We communicate to the base primarily through direct correspondence with charter school staff and leaders, by equipping staff and leaders with content that they can then promote with their communities via the [Turn up the Volume Campaign/In](#)

[School Campaign](#) and by communicating directly with the broader charter school communities via digital campaigns or emails targeting those in the CharterNation database.

- 2) The “persuadable middle” (i.e. the 33% of the general public who do not yet have an opinion about charter schools): It is important to engage this audience because research suggests that we can win their support if we first reach them with our messages. We are communicating with them primarily via [the paid media digital advertising Discover Charter Schools campaign](#) which was launched first in areas most dense with charter schools (Los Angeles, Santa Clara and Oakland) resulting in increases in both awareness and favorability across all five audience segments) and which we hope to eventually expand to the 10 most populous counties.
- 3) Opinion Leaders (i.e. state and local elected leaders and their key influencers): CCSA is communicating with them primarily because they are the people who make decisions that could have a direct impact on charter schools. While we have consistently communicated with this audience, we will now do so in a more targeted and comprehensive way—through organic and paid digital campaigns and communication tied clearly to the state and local advocacy agenda.

Extension Asks: What Else Charter Leaders Can Do

In addition to supporting CCSA’s efforts to “inspire the base” by sharing and generating engagement on assets including this new video, school leaders can also provide key support in supplementing efforts to communicate with opinion leaders. This can be done by working collaboratively with CCSA to generate and place stories aligned with our policy agenda priorities such as those showing how charter schools are providing great options for students that have been historically underserved such as how a charter school is serving students with special needs, for example, or ensuring that resources are available for those that need it most.

More specifically, at the Executive Summit, CCSA will ask that school leaders volunteer to serve as regional spokespeople helping us to generate and place stories or opinion pieces in your local community designed to resonate with policy makers and other opinion leaders.

S-State level advocacy—Participate in “Rattle the Capitol,” the week of February 25, 2019 by generating one electronic contact with a legislative office per 10 students served to express support for CCSA’s Discover/Defend policy agenda.

More specifically, these are the basic steps:

- CCSA’s Call to Action: The week of February 25, CCSA will send an email with information about CCSA’s Discover/Defend policy agenda and a link to a separate landing page (required for compliance) where action can be taken.

- Alert your Community: Forward content from that email to your school community by whatever method is most effective: email, newsletter, and by posting on your school's social media channels. Your personal encouragement will make a difference!
- Stay Compliant: To ensure compliance, keep your forward email message, your newsletter blurb, and your social media posts generic, encouraging recipients to learn more by clicking an enclosed link, but avoid articulating a position for or against the legislation. It's ok for you to ask recipients to "learn more about how they can take action on important legislation impacting your school".
- Amplify your Impact: Once a supporter clicks on the link, s/he will have compliant access to an electronic platform that will:
 1. Explain CCSA's positions for or against legislation; in simple, compelling language
 2. Match them with their elected officials by prompting them to enter their name and zip code. It will also ask them to enter the name of the school with which they are affiliated.
 3. Allow them to review and personalize the message before it is sent to the appropriate legislator
 4. Provide participants the opportunity to share the call to action on their own social media

CCSA Supports

To ease participation, CCSA will:

- Provide clear guidance (including a demonstration at the Summit) on how to contact one's legislator, and how to forward along and post compliant electronic messages to your school community
- Provide sample text that can be used to promote participation
- Provide a progress report of how your school community performed

Why This Ask

If legislators are contacted with a high volume of messages from the charter community early in the legislative session, it will put them on notice to pay extra attention to charter issues and further condition our communities to engage in ongoing collective action.

Extension Asks: What Else Summit Participants and Others Can Do

- Attend Back to Session, the official CCSA kick-off event of the 2018/19 legislative session in Sacramento. The day includes a legislative briefing, legislative visits, and a reception with legislators. 10:00 a.m. to 6:00 p.m. on Wednesday, January 28, 2019.
- Make your voice heard! Submit letters in support and opposition of legislation in March and April, to appear in the official analysis of the Assembly and Senate Education Committees. And volunteer to testify during committee hearings in March and April.
- Participate in legislative visits on March 11 (first day of conference) to promote CCSA's policy agenda. Register for this pre-conference event through the CCSA Conference website <https://www.charterconference.org/2019/>.

- Participate in Charter Public Schools Advocacy Month in April. Meet with your legislators to share how pending legislation would impact the students and families you serve. You may be asked to participate in policy hearings as needed. Parents and students are welcomed.

For more details on any of the above, please contact Laura Kerr at lkerr@ccsa.org.

A-Advocacy Council: Join a local collective action effort to demonstrate locally how charter schools are united in providing great options for students across the state—particularly for students that have been historically underserved.

Details and plans for specific collective action efforts will be tailored to the unique issues and needs that are identified by charter school members in each region in the state.

CCSA Supports

To ease participation, CCSA will:

- Engage all Local Advocacy Councils (LACs) in developing a list of member-driven priority issues ripe for action
- Jointly develop strategies and tactics to collectively respond to identified priorities with local advocacy councils
- Develop new advocacy councils in areas that are not currently represented and have strong member engagement
- Coordinate activities between advocacy councils to amplify planned collective advocacy moments

Why This Ask/How it Fits in Broader Strategy

As mentioned at the 2017 Executive Summit, working with charter leaders to develop and support Local Advocacy Councils (LACs) is a critical part of CCSA’s local advocacy strategy. There are currently nine LACs across the state, but they all exist primarily to engage charter school leaders in identifying local policy priorities and developing strategies and tactics (including coming to agreement on collective action requests) to push forward those priorities. Staff have prioritized building and supporting LACs primarily in areas where there are several charter schools in the same county or district.

While several of the LACs are still in their initial stages of development, we have already seen promising results with charter leaders working together in this fashion. In Los Angeles, for example, the local advocacy council was able to successfully advocate for changes to Los Angeles Unified School District petition language requirements. And, in the Inland Empire, the advocacy council was able to challenge a Riverside County Office of Education practice requiring charter schools to pay large fees for a software management system that is not required by law.

Building a culture of constant collective action activities can both lead to substantive and positive changes and raise awareness that the charter school community will fight to ensure

that all students, especially traditionally underserved students receive the best possible education. Local charter leader led collective action will become increasingly important over the next 4 to 8 years as state level charter support could diminish.

Extension Asks: What Else Summit Participants and Others Can Do

CCSA knows that it is artificial to expect there to be only one need for local collective action over the next school year, and we know that LACs are more likely to have success pushing forward local priorities with more participation from across the charter school community, so we ask that charter leaders take action on as many advocacy council collective action campaigns as possible (group letter, public testimony, mobilize your community for local advocacy effort, rally, etc.).

Where possible, we also suggest that charter leaders join their local advocacy council and/or participate in an advocacy council work group. In areas where there is no advocacy council but there is a group of charter leaders, please reach out to CCSA Regional staff to inquire about potentially starting one.