

Charter School Governing Board Observation 2015-2016

School	
Meeting Date	
Observer	
Number of Seated Board Members	
Number of Board Members in Attendance	
Name/Title of Presiding Board Member	
Name/Title Ranking Administrator Present	
Number/Titles of Other School Staff in Attendance	
Number of Public in Attendance	

Were the following observed: (Y or N plus comments)

	Y/N	Comments
Quorum present		
Agenda and materials (including financials) were distributed prior to meeting		
Roberts Rules of Order or other framework for meeting facilitation and voting		
Conduct of meeting in compliance with Brown Act (see agenda checklist):		
• Materials available for public inspection		
• Reasonable opportunity for public to comment on agenda and non-agenda items		
• Board does not go beyond agenda to respond to public non-agenda items		
• Action taken in closed session announced		
• No required sign-in sheet or identification		
• No limits on recording devices		
• Location is accessible / non-discriminatory		

Indicators of Quality Charter Board Governance:

Component	Expectations	√*	Evidence
Mission & Vision	<ul style="list-style-type: none"> Reference to mission in decision making 		
	<ul style="list-style-type: none"> Mission specific goals established and in evidence in the discussion 		
Board Capacity	<ul style="list-style-type: none"> Clear agenda in place and 		

Component	Expectations	√*	Evidence
& Structure	followed		
	<ul style="list-style-type: none"> Agenda items accompanied by appropriate materials 		
	<ul style="list-style-type: none"> Meeting allows sufficient time for board questions and discussion 		
	<ul style="list-style-type: none"> Officers in place and fulfill appropriate roles 		
	<ul style="list-style-type: none"> Board capacity building (training, recruitment, etc.) 		
	<ul style="list-style-type: none"> Diversity of board members (skills, racial/ethnic, etc.) 		
	<ul style="list-style-type: none"> Board members have expertise in key fields such as finance, legal, real estate, fundraising and education 		
	<ul style="list-style-type: none"> Active board committees (e.g. committee reports) 		
	<ul style="list-style-type: none"> Board free of real or perceived conflicts of interest 		
	<ul style="list-style-type: none"> Effective working relationship between Charter School Leader, Board Chair and full Board 		
School Oversight & Evaluation	<ul style="list-style-type: none"> Leadership reports on key metrics (academic, operational, etc.) 		
	<ul style="list-style-type: none"> Presentations are focused on strategic priorities/school goals 		
	<ul style="list-style-type: none"> Board members are familiar with metrics/targets 		
	<ul style="list-style-type: none"> Board members demonstrate understanding of school performance in key areas 		
	<ul style="list-style-type: none"> Decisions and agenda items are appropriate for board governance (vs. management) 		

Component	Expectations	√*	Evidence
	<ul style="list-style-type: none"> Board members and school leaders conduct themselves appropriately (mutual respect) 		
	<ul style="list-style-type: none"> Board members understand their role in developing, supporting and evaluating school leadership 		
Stakeholder Engagement	<ul style="list-style-type: none"> Parents/families are represented on/through board 		
	<ul style="list-style-type: none"> Materials are available to community 		
	<ul style="list-style-type: none"> Parental involvement goals are acknowledged 		
	<ul style="list-style-type: none"> Board addresses family complaints and grievances appropriately 		
Financial Management	<ul style="list-style-type: none"> Business manager presents revenue, expenditures and cash flow reports regularly 		
	<ul style="list-style-type: none"> Reports are clear; board questions answered 		
	<ul style="list-style-type: none"> Board members understand charter school revenue sources and expenditures 		
	<ul style="list-style-type: none"> Board members understand school cash flow 		
	<ul style="list-style-type: none"> Discussion references plans for ensuring adequate revenue (i.e., fundraising, enrollment goals) 		
	<ul style="list-style-type: none"> Board members understand short and long-term financial condition of the school 		
	<ul style="list-style-type: none"> Board members review audit results; understand financial control concepts 		
Facilities	<ul style="list-style-type: none"> Board discussion references facilities goals or long-term plan 		

Component	Expectations	√*	Evidence
	<ul style="list-style-type: none"> Board members understand options for facilities (Prop. 39, etc.) 		

**No expectation that all items will be present at each meeting; content and conduct of meetings will vary.*

Strengths Noted:	
Challenges Observed:	

Feedback provided to _____ on _____

in the following manner: _____.

Follow-up requested:

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