

**Northern California
County Offices of Education
Charter School Authorizing
Administrative Procedures**

Revised May 14, 2020

Foreword

With permission, the Butte County Office of Education first adapted the Los Angeles Unified School District's 2013 *Charter School Authorizing Administrative Procedures* for use in small authorizer settings.

Following the passage of the 2019 charter school reform laws (AB1505), the Butte and Shasta County Offices of Education and the Charter Accountability and Resource Network (CARNet) worked collaboratively with Northern CA County Offices and the CA Charter Authorizing Professionals to revise the adapted document into legally compliant administrative procedures.

The intent of this document is three-fold: 1) It provides a documented procedure for new authorizing and oversight staff 2) It provides a consistent practice among authorizers 3) It provides transparency in practice and expectations for use with charter school leaders.

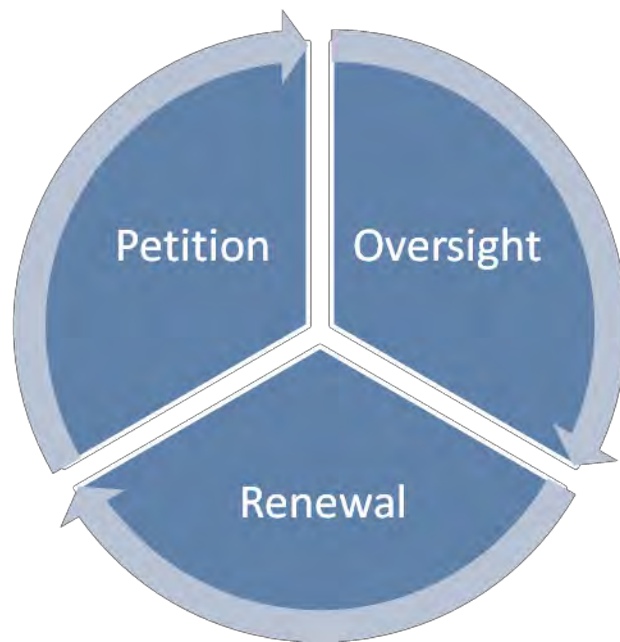
The intention while writing the administrative procedures was to be general enough for wide use by COEs, easily adaptable by districts, and transparent for authorizer use with charter school leaders.

Any significant modifications, including those to the original intent for clear, consistent and transparent practice should result in an acknowledgement that the work was adapted and the logo, representative of the work, removed.



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INTRODUCTION

As authorizers of charter schools, County Offices of Education (COEs) recognize that we have a responsibility to ensure that charter petitions are fully vetted according to common standards, and that oversight of approved charter schools is practiced with uniformity, consistency, and scrutiny. It has become clear over the last several years that authorizers need additional tools and resources in order to do their jobs effectively and consistently.

California County Superintendents Educational Services Association,
Charter Authorizers Task Force - Final Report, 2019

The administrative procedures contained herein are designed to guide the work of the County Office of Education, Board and staff, and give charter school governing boards, administrators, staff and the public a clear understanding of its authorizing practices. These practices support and promote charter schools as an integral partner in meeting the diverse educational needs and priorities of County students and families.

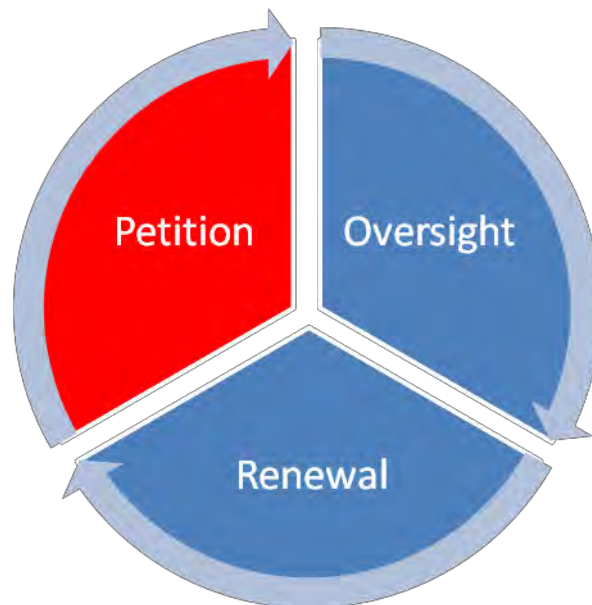
Transparent and consistent authorizing promotes a rigorous and respectful relationship among charter school operators, advocates and authorizers. As the circular figure above illustrates, the three phases of authorization—petition, oversight and renewal—form a unified process. They coherently connect the petition for a new school, the review of the school’s performance during the life of its charter, and the renewal decision.

The charter authorizing procedures of the County Office of Education (COE) align with the County Board of Education's (CBE) Charter Policy and applicable California Education Code (E.C.) and are aligned with the Charter Accountability Resource and Support Network (CARNet) *Values, Principles and Expectations*.

The County Board of Education considers any of the following types of petitions submitted for the establishment of a charter school if:

1. The charter school will serve students for whom the County Office of Education would otherwise be responsible for providing direct education and related services;
2. The charter school will operate as a countywide charter at one or more sites within the geographic boundaries of the county, to provide instructional services not generally provided by the County Office of Education. A countywide charter petition may only be approved if the County Board of Education finds that the educational services to be provided by the charter school will offer services to a student population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county;
3. The charter petition was denied by the governing board of a school district within the County Board of Education's jurisdiction and the petition is submitted to the County Board of Education.

The County Board of Education policy for charter school authorizing can be located on the COE website.



NEW SCHOOL PETITIONS AND APPEALS

This section, the administrative procedures for *New School Petitions and Appeals*, is a guide designed to give charter school governing boards, administrators, staff and the public a clear understanding of the petition review process. It contains guidance for potential petitioners; establishing consistent steps, timelines, and criteria in the petition review process. Furthermore, it clarifies the roles and responsibilities of both the authorizer and the filing petitioner.

The charter petition is the proposal for a charter school, and if approved by the County Board of Education, serves to delineate the focus for oversight and defines the Petitioner's role in providing a fiscally and educationally sound program. The petition provides a comprehensive description of the proposed educational plan, including mission, vision and student achievement goals, as well as fiscal, governance and operational policies and procedures. In conducting a review of a charter petition, the Board complies with the Charter Schools Act, codified under California Education Code §47600, et seq., which delineates requirements that charter authorizing entities are to follow in reviewing charter petitions. Accordingly, the County Office of Education's role is to determine whether charter petitions are reasonably comprehensive, educationally sound and likely to be successfully implemented. Based on its conclusion, the County Office may make a recommendation to the County Board of Education to approve or deny the charter petition.

Petitions Received on Appeal

A charter school petition that has been previously denied by the governing board of a school district must be received by the county board of education no later than 30 calendar days after the denial. Any petition received by the County Office of Education more than 30 days after denial shall not be acted upon by the

County Board of Education. See the petition submission packet (Appendix A) for submission instructions and a list of required documents.

If the County Board denies a petition on appeal, the petition may be appealed to the State Board of Education (SBE) within 30 days of denial. The petitioner must include the findings and documentary record from consideration of the petition at the district and county levels, along with a written submission. If requested by the petitioner following denial, a transcript of the public hearing will be provided by the County Office within 10 days, as per E.C. §47605(k).

Locally Funded Charter Petitions

The same process and timelines for submitting, reviewing and approving a locally funded, (aka “dependent”) charter apply to County Office of Education petitioners. The County Office will work closely with staff to ensure petition language is relevant to a locally funded charter. See the petition submission packet for submission instructions and a list of required documents.

Countywide Benefit Petitions

See the petition submission packet (Appendix A) for submission instructions and a list of required documents.

Charter Petition Review Process

This section describes each phase of the petition review process. It establishes consistent and transparent steps and provides targeted days for completing each step. The process supports the fulfillment of legal compliance while maintaining the petitioners’ ownership over the petition to demonstrate their capacity to successfully open a charter school and implement the charter.

Timeline

The County Office prefers the submission of new petitions between August 15 – December 15 each year to allow County Office staff sufficient time to meet the statutory timelines, allow ample time for schools intending to open the following fall to conduct business in preparation, and for impacted districts to make necessary adjustments in staffing prior to the March 15 district layoff notification deadline. The County Office requests that petitioners work with the County Office to submit petitions within this time frame.

In the case of petitions received after December 15, the County Board of Education reserves the right to consider approval on the basis of a one year delay in the commencement of the charter school operation.

Charter Petition Process

TIMELINE FOR BOARD ACTION ON NEW AND APPEAL PETITIONS	
60 Days	Public Hearing 1- Determines Level of Support for Proposed Charter
90 Days	Public Hearing 2- Board Action with Equal Time & Procedure for Petitioner
30 Day Extension	30 Day Extension, If Mutually Agreed Upon and in Writing
15 Days Prior to Action	Publish Findings in Compliance with Brown Act to Allow for Response

Petition Approved by District/COE
No further action
District/COE is authorizer

Petition Denied by District
May appeal to County



APPEAL SUBMITTED TO THE COUNTY OFFICE OF EDUCATION ED WITHIN 30 DAYS OF DENIAL EDUCATION CODE §47605(K)(1)

If material terms (changes) then COE shall remand to District Governing Board
The district has 30 days to approve or deny
If approved – District is authorizer
If denied again – May submit to COE

If no material terms (changes)* follow timeline above
If approved – COE is authorizer
If denied – May submit to SBE



**Material Terms (changes) means signatures, affirmations, disclosures, documents and required element descriptions. It does not include minor administrative updates to the petition or related documents due to changes in circumstances based on the passage of time related to fiscal affairs, facilities arrangements or state law, or to reflect the COE as the chartering authority, per Education Code §47605(k)(1)(A)*

PETITION SUBMITTED TO STATE BOARD OF EDUCATION WITHIN 30 DAYS OF DENIAL BY COE E.C. §47605(K)(2)

If material terms (changes) remand to County Board to reconsider within 30 days
If approved – COE is authorizer
If denied again, may submit to SBE

If no material terms (changes), the Advisory Commission on Charter Schools (ACCS) must hold a public hearing to review the appeal.
ACCS will send a recommendation to the State Board of Education on whether they should hear the appeal.

Appeals to the SBE shall include findings and “documentary record” of district and county’s denial along with specific citations to the documentary record, detailing how the petitioner alleges the district and/or county board abused their discretion. SBE shall contract with local LEA for monitoring and oversight of current charters.

Step 0: Prior to Petition Submission

Submitting a new COE Operated or Countywide Benefit Petition

Petitioners are encouraged to review the submission packet located on the COE website thoroughly as it contains a list of required documents for a complete submission of a new petition. Furthermore, petitioners are strongly encouraged to take advantage of resources available to them. Note that elements of previously approved charters may not constitute established precedents. While previously approved charters and attorney recommendations can be useful resources, submitted petitions should represent the work of the petitioner and meet all requirements of current California Education Code, including written notification to each of the school districts where the charter school petitioner proposes to operate a facility at least 30 days prior to submission.

The County Office will be available to the petitioner to answer questions regarding the petition review procedure. At submission, **the petitioner** must certify that the petition is complete, per Education Code §47605(b). This document is located in the *Petition Review Evaluation Matrix*. The County Office uses the content of the complete petition to assess the likelihood that the proposed school will provide an educationally sound program for the target population within a fiscally sound, viable organization.

Submitting an Appeal

If denied by a district within the county, the petitioner may elect to appeal to the County Office of Education. The petition appeal must be submitted in compliance with the directions provided in the Appeal Packet, located on the COE website. This ensures the appeal submission to the COE is complete. Submission of the petition appeal must be within 30 calendar days of the school district governing board's denial. As per Education Code §47605(k), within the 30 day timeline to submit appeals, if an appeal contains new or different material terms, it will be immediately remanded back to be reconsidered by the district within 30 days of remand. Material terms are defined as "signatures, affirmations, disclosures, documents, and descriptions" of the proposed educational programming or required components.

Step 1: Following Submission

The purpose of this step is to support small County Offices without a dedicated charter schools department in creating efficiency in the petition review process.

Step 1 is conducted internally by County Office staff. The sole purpose for this review is to determine if any requirements are missing and/or the petition does not comply with the law. In this event, the COE can provide notification to the petitioners that the petition may not be reasonably comprehensive, educationally sound and is not likely to be implemented successfully based on the criteria described in *Step 2*.

County Office staff will check the petition submission against an evaluation matrix aligned with California E.C. §47605(b) or E.C. §47605.6(b) for countywide charter petitions. This step is used to determine if the following components are present:

1. All 15 Elements, including Measurable Pupil Outcomes and LCAP Goals

2. The proposed first year operational budget, budget assumptions, cash flow and financial projections for the first three years of operation
3. Required petition signatures (Appendix A), described in E.C. §47605(a)(1)(A) and (B)
4. Affirmation of each of the conditions described in E.C. §47605(e)

If the petition is missing any required components to merit a denial recommendation, the county office will prepare findings of fact to accompany the denial recommendation. The petitioner is informed of the decision and provided with the findings of fact in accordance with due process described in E.C. §47605 or E.C. §47605.6. Petitioners have the right to withdraw their charter petition any time during the petition review process.

Step 2: Full Analysis

The purpose of this step is to conduct all necessary analyses to determine if the petition is reasonably comprehensive, educationally sound, and likely to be successfully implemented. Public Hearing 1 must occur within 60 days. Public Hearing 2 (Board Action) should occur within 90 days. The final review and staff report of the petition should be completed and published at least 15 days prior to the Public Hearing 2. Parties may mutually agree to a 30 day extension.

Step 2 is conducted internally by County Office staff. The team may include instructional, fiscal, human resources, facilities, special education, legal and other staff, as needed. Step 2 consists of an examination of the Elements of the petition, a fiscal review, and any supplemental information required by the COE. Staff may review Elements 1-4 and budget as phase one of this review. If these areas meet the minimum required criteria, then a review of the remaining elements will occur. A capacity interview may be conducted.

Elements 1-15 (16 for countywide benefits)

The charter petition consists of 15 elements requiring that a successful petition contain reasonably comprehensive descriptions of each element required E.C. §47605(c)(5). The County Office reviews and assesses whether the petition is reasonably comprehensive and educationally sound, and determines whether charter petitioners are demonstrably likely to successfully implement the program. An evaluation matrix aligned with California Education Code is used to complete the full review (Appendix E). A countywide charter petition must contain reasonably comprehensive description of each of the 16 required elements, as specified in E.C. Section §47605.6(b)(5). The additional element in a countywide benefit petition includes a description of the location of each charter school facility that the petitioner proposes to operate.

Reasonably Comprehensive Petition

In determining what constitutes a reasonably comprehensive description, the County Office is guided by the California State Board of Education's Code of Regulations §11967.5.1 Criteria for the Review and Approval of Charter School Petitions by the State Board of Education. Refer to the Charter Petition Evaluation Matrix for a detailed description of each element (See separate Excel spreadsheet).

In addition to specifically providing indicators for each of the 15 or 16 elements, regulations state that in order to be considered reasonably comprehensive, the petition must provide information that:

1. Is substantive and is not, for example, a listing of topics with little elaboration
2. For elements that have multiple aspects: addresses essentially all aspects of the elements, not just selected aspects
3. Is specific to the charter petition being proposed, not to charter schools or charter petitions generally
4. Describes, as applicable among the different elements, how the charter school will:
 - a. Improve student achievement and education performance
 - b. Increase learning opportunities for all students, particularly significant student groups and those supported by supplemental and concentration funds in the LCAP
5. Provide parents, guardians, and students with expanded educational opportunities
6. Hold itself accountable for measurable, performance-based pupil based outcomes
7. Provide vigorous competition with other public school options available to parents, guardians, and students.

Capacity Interview

California Education Code requires charter authorizing entities to determine whether petitioners have the capacity to successfully implement the program set forth in the charter petition E.C. §47605(c)(2) or E.C. 47605.6(c)(2). To this end, and as a best practice for high quality authorizing, the County Office may conduct a capacity interview as part of the petition process for proposed charter schools (Appendix A). This allows COE staff the opportunity to better evaluate the capacity of the school governance and leadership team to successfully implement and operate an educational program. The capacity interview is a key component for the charter petitioner to demonstrate capacity.

Any capacity interview will be scheduled by the COE in a timely manner so that full review can be completed within the statutory petition review timeline. During the capacity interview, County Office staff will have the opportunity to get to know the charter leaders and clarify initial concerns derived from the petition review evaluation. Petitioners will also have the opportunity to demonstrate their experience and expertise highlighting matters set forth in their petition. The interview may include scenarios of hypothetical situations that could occur at a charter school. Such questions do not have a single answer, but rather are designed to elicit opportunities for petitioners to demonstrate their capacity to lead and manage the charter school.

It is the petitioner's responsibility to determine who should attend the interview. The team should be comprised of members who are prepared to answer questions about the proposed program, including, but not limited to, school governance, mission and vision, instructional program, school operations, fiscal operations, student populations, student enrollment, assessment and data analysis.

The County Office recommends a combination of the following:

1. The lead petitioner(s)
2. The person(s) who will be responsible for day-to-day operations of the school

3. Persons knowledgeable of student groups, including special education and unduplicated student groups
4. The person(s) who will be responsible for day-to-day management of the school's finances
5. The principal and/or educational leader of the school
6. Members of the governing board

The results of the interview become part of the body of evidence the County office will use to make a determination regarding the capacity of the petitioner team to successfully implement the program set forth in the charter petition. The results become evidence in support of approval or denial of the petition.

Fiscal Review

The County Office will conduct a review of the school's fiscal status and proposed operations, including the personnel and materials required to implement the proposed program (e.g. salaries, instructional supplies, equipment, facilities, and maintenance of facilities, professional development, and contract services). Fiscal staff assess whether the assumptions used both for revenue and expenditures are reasonable and realistic. The fiscal staff will examine current funds, the proposed first year operational budget, including start up costs and cash flow and financial projections for the first three years of operation.

If the school is to be operated by or as a non-profit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.

The fiscal review will also consider whether the school district is positioned to absorb the fiscal impact of the proposed charter school, in accordance with E.C. §47605(c)(8).

Public Hearing 1

Petitions will be placed on the Board of Education's agenda within 60 days to allow for public comment on the provisions of the charter. At this time, the Board will consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents, as directed by E.C. §47605(b) or E.C. 47605.6(b). County Office staff will provide the petitioner and district(s) with guidelines for the public hearing.

Step 3: Findings of Fact

The purpose of this step is to provide the Board of Education with a County Office report on findings of fact following the COE's evaluation.

The County Office staff will conduct a thorough evaluation of the charter petition, create a staff report including findings of fact and provide information in support of approval or denial to the Board of Education. Information in support of approval may include conditions that can be satisfied with a Memorandum of

Understanding and/or a material revision. A term of one to five years may be granted for new petitions. Denial recommendations are supported by written findings of fact.

The staff report will be completed within 75 calendar days, unless a 30-day extension was mutually agreed upon. The staff report must be published at least 15 days prior to Public Hearing 2, Board Action. The method of publishing documents must meet Brown Act requirements.

Step 4: Public Hearing 2, Board Action

The purpose of this step is for the Board of Education to make a final decision and take action to approve or deny the charter petition that is aligned with requirements outlined in E.C. §47605 or E.C. §47605.6.

The Board of Education will make a final determination on approval or denial during the second public hearing, held within 90 days of receipt of the petition. County Office staff will provide the petitioner and district(s) with guidelines for the public hearing. County Office staff will publish staff recommendations, findings and, if applicable, the certification from the County Superintendent of Schools prepared pursuant to paragraph (8) of subdivision (c), regarding the petition at least 15 days before the public hearing. The petitioner and County Office shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings E.C. §47605(c). The Board of Education may deny a petition for a new school if they find that:

1. The charter school will provide an unsound educational program for students during the term of its charter.
2. The charter school is demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by subdivision (a).
4. The petition does not contain the necessary affirmations set forth in the Charter Schools Act.
5. The petition does not contain reasonably comprehensive descriptions of the 15 required elements set forth in the Charter Schools Act.
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.
7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:
 - a. The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
 - b. Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

8. The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Education Code section 1240 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.

For countywide benefits only:

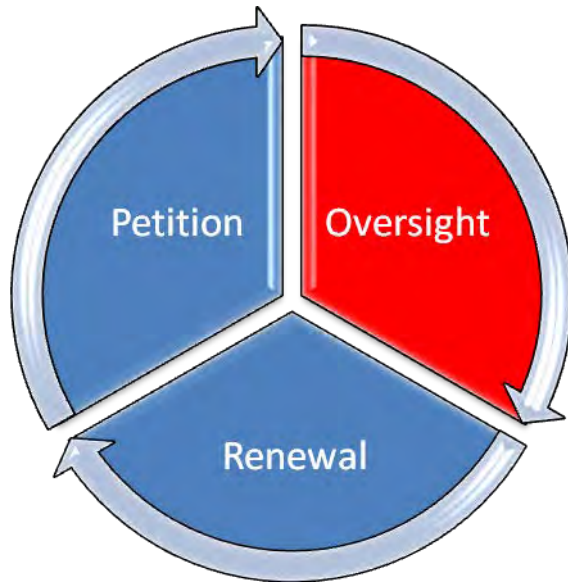
9. Any other basis that the county board of education finds justifies the denial of the petition, (E.C. §47605.6(b)).

If the petition is approved, the petitioner shall provide written notice of approval, including a copy of the petition, to the governing board of the school district in which the charter school is located. The County Office will submit proper approval documentation to CDE. (E.C. §47605(k))

If the petition is denied, the County Office will ensure that all necessary documentation, including Findings of Fact and Confirmation of Denial, is delivered to the petitioner within ten business days. (E.C. §47605(k)) A transcript of the public hearing will be provided upon request of the petitioner.

Roles and Responsibilities at Each Step of the Petition Review Process

PETITION REVIEW STEP	COUNTY OFFICE	CHARTER SCHOOL
Step 0 Prior to Submission	<ul style="list-style-type: none"> • Maintain Board (regulations/policies) and procedures on its website • Schedule meeting for orientation to the petition process with lead petitioner • Provide petition submission instructions and petition checklist to petitioner 	<ul style="list-style-type: none"> • Learn about the petition review process and expectations for successful petitions • Write charter petition • Prepare a complete submission according to guidelines provided by COE
Step 1 Following Submission	<ul style="list-style-type: none"> • Confirm evidence of petition components to determine if petition has the potential to be educationally sound, successfully implemented, and reasonably comprehensive. • Conduct Part 1 review of Elements 1-4 and budget • Countywide petitions must also meet additional criteria of a countywide charter 	<ul style="list-style-type: none"> • Provide information and supplemental documentation, as requested
Step 2 Full Analysis	<ul style="list-style-type: none"> • Conduct Phase 2, full review, of charter with team • May conduct a capacity interview, if requested by the County Office • Hold a public hearing on provisions of charter and to consider the level of community support for the petition 	<ul style="list-style-type: none"> • Provide information and documentation, as requested • Participate in capacity interview, as requested • Participate in first public hearing
Step 3 Staff Report: Findings of Fact	<ul style="list-style-type: none"> • Develop a report that provides the Board of Education with findings of fact following the COE's evaluation • Prepare any presentation on findings and any recommendations • Include supporting documents • Provide petitioner with guidelines for public hearing, including those on equal time and presentation • Publish staff recommendations and findings at least 15 days before the public hearing 	<ul style="list-style-type: none"> • Provide any written response in preparation for Board meeting • Prepare equal time and presentation for final public hearing, as desired
Step 4 Public Hearing 2: Board Action	<ul style="list-style-type: none"> • Present findings and any recommendations to the Board. • If requested by the petitioner following denial, provide a transcript of public hearing within 10 days 	<ul style="list-style-type: none"> • Attend Board meeting and make presentation within guidelines, as desired



OVERSIGHT

Introduction to Oversight

It is the philosophy of the County Office of Education, in accordance with the California Charter Schools Act, to evaluate charter schools using a performance-based system. Throughout the life of the charter, the County Office will evaluate charter schools based upon the *Criteria for Renewal* more fully described in the next section of this document. The criteria clearly articulate expectations with regard to charter school performance. The second of the three criteria for renewal, *Criterion 2: Sound Educational Program and Capacity to Implement*, is used to guide oversight procedures during the charter school's term. Within the criterion to operate a sound educational program with the capacity to implement are four critical categories that typically determine a school's success:

1. Student Achievement and Educational Performance
2. Governance and Organizational Management
3. Fiscal Operations
4. Fulfillment of the Charter

In order to best monitor these four categories, oversight includes a review of school compliance with applicable law, regulations and/or court orders, any applicable Memorandum of Understanding (MOU), and terms outlined in the charter.

Oversight Purpose and Outcomes

The County Office provides each charter school leader with the primary contact(s) they will work with throughout the term of the charter. This approach provides continuity in the phases of authorizing and annual

oversight from initial petition approval through the term of the charter to the renewal decision and subsequent renewal petition. Consistency in a long-term relationship with the County Office will support the effort to get to know the school, enable the County Office to track the school's development over time and aide the County Office in providing substantive feedback regarding the school's progress towards renewal.

The County Office conducts regularly scheduled visits and meetings, including frequent attendance at board meetings of all public charter schools it authorizes. The purpose of these visits is to monitor each school's progress in achieving the academic, organizational, and fiscal objectives set forth in its charter and MOU against the *Criterion for Renewal, Criterion 2: Sound Educational Program and Capacity to Implement*.

Charter school leaders and governing board members are encouraged to take a cooperative approach to the oversight process and engage with the County Office in monitoring the continuous improvement of the school. Providing additional evidence to support renewal and making corrections or adjustments, as needed, will increase the likelihood of the school's success.

There are three key reasons for regular and ongoing school visits and evaluations:

1. It allows for alignment of the *Criteria for Renewal* and renewal review process
2. It provides an indicator of the likelihood of the school's ability to make a compelling case for renewal
3. It provides schools with regular feedback regarding their progress towards renewal and affords them an occasion to take early corrective action, thereby increasing the opportunities for a charter school to succeed

It is the intent of the County Office that this process serves to ensure the fairness and transparency of its recommendations on renewal, so that a charter school is never surprised by any recommendation.

Developmental Approach to Oversight

In the early years of a school's charter, site visits focus on the progress a school is making toward implementing its instructional and assessment programs, which in turn will heavily affect the progress that a school will be able to demonstrate in meeting its performance-based measures throughout the initial term of the charter.

Because the County Office recognizes that much of the evidence necessary to evaluate a school's successes and/or deficiencies in these areas is not always available in written documentation, site visit protocols focus on qualitative factors, including classroom visitations, meetings with school administrators, conversations with staff, parents and students, and reviews of student work.

The standard of review that the County Office uses in the early years of the charter is different than those used at renewal. When the school is starting-up and is growing, the observations and findings reflect the early stage in program development. However, at renewal, a school will be expected to have moved from the beginnings of implementation and the promise of future growth to full and effective implementation with substantiating data, contextual information, and a corresponding increases in student achievement.

Alternative Accountability Model (DASS) Oversight

In determining whether to grant a charter renewal for an alternative accountability model charter schools, the County Office shall consider both State and local indicators identified and monitored on the CA Dashboard, as well as mutually agreed upon alternative metrics applicable to the charter school based on the pupil population served, as delineated in E.C. §47607.3(i).

The County Office will monitor these metrics as part of the evaluation systems described in the following paragraphs. For more information on alternative accountability renewal, refer the the *Renewal* section of this document.

Components of Oversight

This section describes the components that comprise the monitoring of a school over the life of its charter.

Annual Performance Report

Charter schools in the first, second, third, or fourth years of their charter term will complete and submit a *Performance Report* (Appendix B) to the County Office not less than one month prior to the date of the scheduled site visit or Annual Board Report, as requested by the County Office.

The self-evaluation is intended to

1. promote directly relevant, respectful, and rigorous conversations during site visits and enable the school to take an active role in preparing for and contributing to the effectiveness of site visits.
2. provide a process through which the charter school can actively reflect on its progress toward meeting its performance goals and the Criteria for Renewal.

By communicating the self-analysis to the County Office, the school is able to direct its attention to the key programmatic elements of which they are particularly proud and communicate their plans for future development. In essence, it is the school's opportunity to say, "*This is the way that we see our school.*"

Charter schools in the fifth or last year of their charter term will submit a *Renewal Application* according to the renewal timeline in lieu of the *Performance Report*. All claims in all documents should be supported with objective, verifiable data as evidence of the school's success.

LCAP Review, Legal Requirement

Pursuant to E.C. §47606.5, on or before July 1 each year, charter schools will update and submit the LCAP to County Office.

The County Office will review and provide feedback on the charter school's LCAP (Appendix B), including, but not limited to:

- use of the State adopted template
- a review of the progress toward the goals, an assessment of the effectiveness of the specific actions described in the charter toward achieving the goals, and a description of changes to the specific actions the charter school will make as a result of the review and assessment

- a clear, cohesive and data-driven description of the expenditures, a compliant description of each goal intended to increase and improve services for unduplicated student groups, and the inclusion of a *Budget Overview for Parents*
- required State metrics and verifiable and norm referenced data
- a transparent system for collaboration with teachers, principals, administrators, the SELPA, other school personnel, parents, and students in developing the local control and accountability plan
- a public hearing

Once received, the COE will prominently post on the homepage of the website the charter LCAP or a link to the LCAP. While the County Office and Board do not approve the charter school's LCAP, requests for revisions should not be dismissed. Failure to submit a legally compliant LCAP could result in a finding for non-renewal.

In addition, a charter school petition must reasonably and comprehensively describe annual goals for all pupils and for each subgroup of pupils identified in each of the state priority areas for each grade level served by the charter school, instead of only addressing priorities that apply to the nature of the program operated by the charter school, Education Code §52052 and 52060(d).

Document Review, Legal Requirement

In order to maximize efficient use of limited resources and minimize duplication of effort, the County Office will review documents, reports and resources made publicly available to the County Office. Throughout the year, the oversight office will ask the charter school to submit additional documentation not made publicly available to support current programs and practices, those required by law, and as deemed necessary for quality oversight (Appendix B). Additional documents may also be requested to provide State data in a format aligned with the requirements for renewal review and/or at the time of a site visit, if questions, concerns and/or inconsistencies arise.

Whenever possible, the oversight office will work with the school to facilitate the transfer of documents electronically to maximize efficiency in collection and providing consistent and timely feedback.

School Site Visit, Legal Requirement

While E.C. §47604.32 requires a school site visit during each year of the charter term, more frequent visits are often necessary to determine successful implementation of a school program and to ensure school facilities are safe for students. The County Office will use oversight data and documentation, including discussion with charter school administration and Board meeting observations, to appropriately focus the scope of site visits (Appendix B). Charter schools that are able to demonstrate substantial verifiable evidence they are meeting performance goals, complying with applicable laws, and addressing the *Criteria for Renewal* through the *Performance Report* and other monitoring mechanisms may receive more abbreviated site visits. Charter schools that struggle to demonstrate adequate progress toward meeting requirements in the aforementioned areas may receive multiple formal and informal school site visits each year. In addition, the Board of Education and County Office staff reserve the legal right to visit the charter school at any time as part of its oversight

responsibilities, including a pre-opening site visits for new school campuses to ensure safety checks are complete and to verify documentation from other agencies.

The County Office will schedule and lead site visits and may invite additional team members to participate in school site visits, as needed, based upon the unique elements of the school and the focus of the visit.

During school site visits, the County Office will investigate key areas of inquiry that are aligned with the *Criteria for Renewal* in order to provide feedback to the school about its progress towards renewal. For example, with regard to the category, *Fulfillment of the Charter*, the visiting staff member or team might examine stakeholders' awareness of the school's mission and goals as well as implementation of the educational philosophy outlined in the charter and review the school's compliance with the provisions in its charter.

A school site visit might also include a tour of the school facility, classroom observations and interviews with key stakeholders of the charter school, including charter school administrators, teachers, parents, students, and members of the governing board. County Office staff will work closely with charter school administrators to review oversight documents and create a visit schedule that takes into account the charter school's unique organization and daily schedule.

Fiscal Oversight, Legal Requirement

The County Office will conduct ongoing assessment and monitoring of the charter school's fiscal operations in accordance with E.C. §47604.32 and E.C. §47604.33. Fiscal staff may conduct on-site evaluations to fulfill this fiscal requirement. Schools will submit required documentation to the County Office as required by law, along with any additional reasonably requested documents that allow for adequate oversight of the charter school (Appendix B). Any school whose previous oversight has revealed concerns with financial operations may receive more explicit, frequent and 1:1 oversight. At a minimum, each charter school shall annually prepare and submit the following:

- Preliminary budget on or before July 1, annually
- Interim financial report on or before December 15, annually
- Second interim financial report on or before March 15, annually
- Final, unaudited financial report for the previous year by September 15, annually
- Annual audit due December 15, annually

The authorizer may request additional documentation and the charter school should comply with requests in order to avoid future complications in documented renewal findings that may negatively impact the authorizing Board's decision to renew the charter.

Governance Oversight, Legal Requirements and Red Flags

It is a best practice in oversight to regularly monitor charter school Board meetings (Appendix B). The County Office can learn much about the leadership and operational practices of a charter school by regularly reviewing Board meeting documentation and conducting in person observations of meetings.

Through desk reviews of Board documents and in person observation of meetings, the County Office monitors charter schools closely for compliance with both the Brown Act and and Public Records Act. Any of the following occurrences, may be considered red flags:

- Repeated cancellation of meetings
- Reliance on special meetings
- High turnover of Board members
- Lack of open and robust financial and education related discussions
- No public participation
- An employee voting on matters uniquely affecting the individual's employment

To remain in compliance with revisions to E.C. §47604, a charter school and an entity managing a charter school are subject to the following requirements:

1. The Ralph M. Brown Act, regardless of the authorizing entity
2. The California Public Records Act
3. Government Code 1090
 - a. Board members that are employees of the school must abstain from voting on, influencing, or attempting to influence another member on matters uniquely affecting that individual's employment.
4. The Political Reform Act of 1974

Charter schools must adhere to the following meeting requirements based on school type and location:

1. The governing body of one charter school must meet within the physical boundaries of the county in which the charter school is located.
 - a. A two-way teleconference location must be established at each schoolsite.
2. The governing body of one nonclassroom-based charter school that does not have a facility or operates one or more resource centers must meet within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside.
 - a. A two-way teleconference location must be established at each resource center.
3. For a governing body of an entity managing one or more charter schools located within the same county, the governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or schools are located.
 - a. a two-way teleconference location must be established at each schoolsite and each resource center.
4. For a governing body of an entity that manages two or more charter schools that are not located in the same county, the governing body of the entity managing the charter schools is required to meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside.
 - a. A two-way teleconference location must be established at each schoolsite and each resource center.
 - b. The governing body of the entity managing the charter schools must audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website.

These requirements do not limit the authority of the governing body of a charter school and an entity managing a charter school to meet outside the boundaries described, if authorized by Government Code §54954 and the meeting place complies with Government Code § 54961.

Feedback on Annual Oversight Findings

The County Office will annually generate a summary of information in each of the key areas of *Criterion 2: Sound Educational Program and Capacity to Implement*. All conclusions will be based on multiple sources of reliable and verifiable evidence including student achievement/performance data, documents provided by the school, interviews with key stakeholders and anecdotal information collected during site visits. Excerpts from the school’s performance report may also be included in the Board Report. The County Office will document findings in an annual report to the Board.

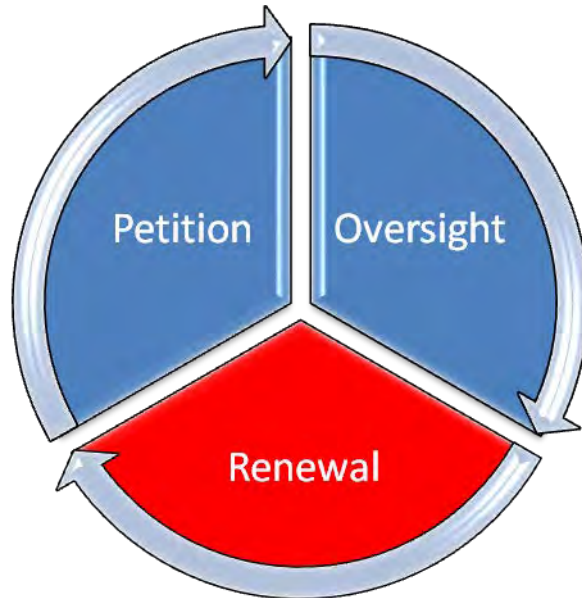
County Office staff may share the annual report with the charter school in draft form to solicit factual corrections before providing a final copy to the County Board and the school’s governing board as formative feedback on the school’s progress toward renewal. The information contained within the report should be used to inform ongoing oversight of the charter school and the renewal review process.

The County Office encourages the charter school to review identified issues thoroughly and use the feedback provided to assist the leadership team in further developing the school program.

Annual Oversight Chart

The focus of annual oversight is adjusted over the term of the charter as outlined in the chart below:

Charter Year	Purpose of Oversight
Prior to Opening	<ul style="list-style-type: none"> ❖ Provide an orientation to the oversight process ❖ Assess the charter school’s preparedness for opening with the <i>Pre-Opening Checklist</i> ❖ Verify completion of any pre-opening criteria set forth in the petition and/or MOU. Determine next steps if criteria are not met ❖ Visit the school site to monitor readiness for opening
Charter Year	Purpose of Oversight
Year 1	<ul style="list-style-type: none"> ❖ Monitor compliance with the charter contract, applicable laws, court orders, MOUs, and requirements set forth in E.C. §47604.32 ❖ Consult with the school regarding self-identified areas of strength and areas for improvement, including CA Dashboard results (overall and student groups) ❖ Provide updates to the County Board of Education regarding school performance status ❖ Frequently visit the school both formally and informally to <ol style="list-style-type: none"> 1. assess the capacity of school leadership and the Board and 2. to collect qualitative data regarding the educational program ❖ Provide feedback on legal compliance and <i>Criteria for Renewal</i> findings
Year 2-4	<ul style="list-style-type: none"> ❖ Monitor the school’s self-identified areas of strength and areas for improvement ❖ Evaluate the status of the school in meeting performance goals: CA Dashboard results, including student groups, and charter goals including Measurable Pupil Outcomes (MPOs) and LCAP Priorities ❖ Monitor compliance with the charter contract, applicable laws, court orders, MOUs, and requirements set forth in E.C. §47604.32 ❖ Monitor any areas of concern identified in Year 1 ❖ Visit the school both formally and informally, as necessary, based on performance status. (Higher performing schools may not need as comprehensive of a site visit as schools not meeting the criteria for renewal) ❖ Provide feedback on legal compliance and <i>Criteria for Renewal</i> findings 4. Provide updates to the County Board of Education regarding school performance status
Year 5	<ul style="list-style-type: none"> ❖ Begin to consolidate information from Year 1-4 <i>Performance Reports</i> and Year 5 <i>Renewal Application</i> to help in analysis of the renewal process, including Findings of Fact ❖ Verify and augment claims made in the school’s renewal application ❖ Verify and evaluate the school’s qualitative and quantitative evidence of success relevant to the <i>Criteria for Renewal</i> ❖ Gather additional evidence, as needed, with regard to the school’s progress toward renewal, including, but not limited to categories defined in <i>Criteria 2</i> academic program, fiscal soundness, governance, fulfillment of the charter, legal compliance, court orders and MOUs



RENEWAL

Introduction to Renewal

The administrative procedures that follow are a guide to renewal for both County Office staff and the charter schools authorized by the Board of Education. These procedures are designed to give charter school governing boards, administrators, staff and the public a clear understanding of the criteria for, and pathways to charter renewal and the process for submitting renewal petitions to the County Office (Appendix C).

Like an initial charter petition, the renewal petition serves to delineate the focus for oversight and the Petitioner's role in providing a fiscally and educationally sound program. Renewal petitions submitted to the County Office are accompanied by a *Performance Report* that documents the extent to which the charter school has met the *Criteria for Renewal* in the previous charter term (Appendix C). The renewal petition is submitted as a red-lined and clean copy document with any legal updates or proposed material revisions. It further defines the commitment of the renewed charter through the next term, should the renewal petition be approved by the Board of Education.

Board of Education Timeline

At least 120 days prior to the expiration of the current term

1. The charter petitioner submits the renewal petition packet, per the guidelines in the *Charter Renewal Application Packet*.
2. Dates will be coordinated with the County Office.

3. Pursuant to statute, authorizers have 90 days to take action on a charter renewal petition. The timeline begins when the petitioner submits their renewal materials to the County Office and certifies the information is complete. The certification form is located in the *Petition Review Evaluation Matrix*.
 - a. Where practicable, consideration in the timeline should be given to the release of the previous year's CA Dashboard data needed for renewal.
 - b. Consideration of lay off notice timelines should also be considered, as applicable.

Within 60 days of recorded submission

Upon determination that the documents submitted are complete,

1. The County Office conducts a comprehensive review of the *Performance Report* and red-lined petition.
2. A public hearing must be scheduled within 60 days to receive public input on whether or not to extend the charter.
3. A renewal site visit is scheduled.

Within 90 days of submission

1. The County Office composes the *Findings of Fact* document and may make a recommendation to the Board of Education for approval or denial.
2. Approval or denial actions must be completed at least 60 days prior to the expiration date of the current charter term.
3. *Unless there is a mutual agreement to extend the timeline for an additional 30 days, the Board must approve or deny the renewal petition within 90 days of receipt in order to avoid a default approval.*

Pathway to Renewal

In the late spring of the year prior to renewal the County Office reviews previous oversight records against E.C. §47607 and assigns the charter school to either an abbreviated renewal process (*Expedited Renewal Pathway*), or a comprehensive renewal process (*Standard Renewal Pathway*). Based on the *Performance Report*, County Office staff also determines whether additional evidence will be necessary to make a positive finding regarding the soundness of the educational program and the school's capacity to implement. Charter petition renewals are considered under a 3-tiered system based on a charter schools performance, depending on whether a charter school is generally low performing, middle, or high performing.

Standard Renewal Pathway

Schools that meet the standards of middle or low performing schools will seek *Standard Renewal Pathway*. The County Office will work with the school to schedule a *Comprehensive Renewal Site Visit* (Appendix B) during the fall of the final year of the charter term. The purpose of the *Renewal Site Visit* is to verify and corroborate assertions made by the charter school within its renewal petition and to gather further evidence related to the *Criteria for Renewal*. The site visit may include a tour of the school facility, classroom observations, document review and interviews with key stakeholders of the charter school including charter

school administrators, teachers, parents, students, and members of the governing board and/or advisory councils.

Expedited Renewal Pathway

Schools that meet the standards of high performing schools may seek an expedited renewal. In addition to meeting *Criterion 1: Minimum Standard for Charter Renewal*, these schools have demonstrated high levels of performance in each of the four areas of *Criterion 2: Sound Educational Program and Capacity to Implement*

1. *Student Achievement and Educational Performance;*
2. *Governance and Organizational Management;*
3. *Operations, and*
4. *Fulfillment of the Charter*

As an acknowledgment of high levels of performance, the *Expedited Renewal* process gives the authorizing board discretion to renew a high performing school for a term of 5-7 years.

Charter schools assigned an *Expedited Renewal Pathway* will document in writing their most promising practices and submit them to the Board of Education via the County Office as part of their submission package. The County Office will schedule an abbreviated site visit at some point during the final year of the charter term rather than conduct a full *Renewal Site Visit*.

Initial v. Renewal Petition

The renewal petition process is very similar to the initial charter petition process with a few important differences. The renewal petition requires charter schools to document the extent to which the charter school has met the *Criteria for Renewal* in the previous charter term and make legal updates to any proposed revisions to its academic program, governance structure, and fiscal operations for the future term, should one be granted. While the school previously developed a charter petition containing reasonably comprehensive descriptions of each of the 15 or 16 elements, time has passed since its original submission and changes such as additions and revisions of applicable laws, revisions of the Board of Education policy and modifications to the school's program should be clearly reflected in the updated document.

To the extent practicable, the County Office may support the school, as requested, with locating the most recent legally required language and local policy.

In addition, through prior oversight, the County Office will have communicated critical issues of concern to the charter school. In order to secure a finding of reasonably comprehensive, the school must address the remediation of any issues within the renewal petition. For example, student achievement data may have revealed that certain student groups were performing at significantly lower levels than the overall population or State data. The County Office would expect the renewal petition to present remediation efforts and its plans for corrective action during the next charter term.

Other than the two situations named above, the charter school only needs to update the elements for which they propose changes in the next charter term, ensuring each element of the renewal petition is addressed thoroughly. Not ensuring each element is addressed thoroughly leaves the charter vulnerable to a finding of not having a reasonably comprehensive petition or being able to successfully implement the program.

Criteria for Renewal

In making the renewal recommendation decision (approval or denial), the County Office will evaluate the charter school according to a fixed process guided by the *Criteria for Renewal*:

1. Minimum Standard for Charter Renewal
2. Sound Educational Program & Capacity to Implement
3. Reasonably Comprehensive Renewal Petition

The first criterion, *Minimum Standard for Charter Renewal*, consists of the minimum student achievement results required to apply for renewal E.C. §47607. The second, *Sound Educational Program & Capacity to Implement*, examines key indicators of student and school performance achieved by the school, thus far. These first two criteria assess the school's performance during its current charter term and the third, *Reasonably Comprehensive Renewal Petition*, assesses plans for the following charter term.

The *Criteria for Renewal* establish transparent expectations for charter school performance that apply to charter schools both during the renewal review and throughout the term of the charter. The County Office will evaluate charter schools through the lens of the *Criteria for Renewal* over the term of the charter through the charter oversight process. Therefore, charter schools approaching renewal will already have a clear understanding of their status with regard to renewal requirements.

The Renewal Application and Review Process

This section describes each stage of the renewal review process. The timeline and chart that follow provide a visual illustration of the renewal review process.

Criterion 1: Minimum Standard for Non DASS Charter Renewal

A charter school approaching the end of its charter term must have demonstrated that it is eligible to apply for a new charter term by meeting the *Minimum Standard for Charter Renewal*, as defined by E.C. §47607, described in the chart below. This section of Education Code specifies state indicator performance criteria that a charter school must meet in order to be eligible to renew for an additional term.

Alternative Accountability (DASS) Charter Renewal

The law provides an exemption for alternative schools designated as DASS, per E.C. §47607.3(i). This exemption requires the local LEA to establish an alternative process for review. In determining whether to grant a charter renewal for an alternative accountability model charter school, the County Office shall consider

- 1) the charter school's performance on the state and local indicators identified and monitored on the CA Dashboard,

- 2) the charter school's performance on alternative metrics applicable to the charter school based on the student population served.

The County Office shall meet with the charter school during the first year of the charter school's term to mutually agree on alternative metrics to be considered. Alternative metrics must be research-based and be verifiable by the County Office. The County Office will add agreed upon metrics to the Memorandum of Understanding to ensure a clear and transparent set of expectations for renewal.

Chart: Minimum Standard for Non DASS Charter Renewal

LEVEL 1: High Performing Schools Education Code § 47607(c)	LEVEL 2: Middle Performing Schools Education Code § 47607.2(b)	LEVEL 3: Low Performing Schools Education Code § 47607.2(a)
<p>SHALL NOT DENY RENEWAL for a charter school that for two consecutive years immediately preceding renewal either:</p> <p>1. Scored green or blue schoolwide on all state indicators on the Dashboard;¹</p> <p>OR</p> <p>2. For all measurements of academic performance,² received performance levels schoolwide that are the same or higher than the state average, AND for a majority of student groups performing statewide below the state average in each respective year, received levels that are higher than the state average.</p>	<p>Charter schools not satisfying the “high performing” or “low performing” criteria should be evaluated under this column.</p> <p>1. Shall consider schoolwide performance and performance of all student groups on the Dashboard,¹ and shall provide “greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.”</p> <p>2. Shall also consider clear and convincing evidence, demonstrated by verified data,³ showing either:</p> <p>a. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school; OR</p> <p>b. Strong postsecondary outcomes equal to similar peers.</p> <p>MAY DENY ONLY upon making written findings that:</p> <p>1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school; AND</p> <p>2. The closure is in the best interest of the pupils; AND</p> <p>3. The decision provided greater weight to the performance on measurements of academic performance.</p>	<p>SHALL NOT RENEW a charter school that for two consecutive years immediately preceding renewal either:</p> <p>1. Scored red or orange schoolwide on all state indicators on the Dashboard;¹ OR</p> <p>2. For all measurements of academic performance, received performance levels schoolwide that are the same or lower than the state average, AND for a majority of student groups performing statewide below the state average in each respective year, received levels that are lower than the state average.</p> <p>However, MAY RENEW ONLY upon making both of the following written factual findings:</p> <p>1. The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the charter school; AND</p> <p>2. There is clear and convincing evidence, demonstrated by verified data, showing either:</p> <p>a. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school; OR</p> <p>b. Strong postsecondary outcomes equal to similar peers.</p>
<p>For charter schools satisfying the criteria in this column:</p>	<p>For charter schools satisfying the criteria in this column:</p>	<p>For charter schools satisfying the criteria in this column:</p>
<ul style="list-style-type: none"> ● 5-7 year renewal term ● Only required to update petition to include reasonably comprehensive description of any new requirements, and as necessary to reflect the current program offered by the charter school ● Charter schools eligible for technical assistance not eligible for renewal under this column 	<ul style="list-style-type: none"> ● 5 year renewal term ● Verified data considered for the next two subsequent renewals until January 1, 2026 	<ul style="list-style-type: none"> ● 2 year renewal term ● Verified data considered until 6/30/2025 for a school operating on or before 6/30/2020 for the next two subsequent renewals

Criterion 2: Sound Educational Program and Capacity to Implement

Once the County Office has determined that a school has met the Minimum Standard for Charter Renewal, the team determines if the school's additional evidence base is sufficient to merit approval for an additional term.

While the criteria for approval are largely the same at renewal, the body of evidence available to the County Office has increased significantly since the initial petition for a new school. In contrast to an initial petition for a new school, a renewal request involves a school with a track record of performance, in the form of student achievement and school performance data, as well as governance, legal and fiscal records. Thus, sound educational program and capacity for implementation are assessed against the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. Consistent oversight records assist with documenting progress and identifying areas for improvement year-to-year throughout the term of the charter.

In this stage of the renewal process the County Office will examine the school's renewal application documenting four key areas of charter school performance described in *Criterion 2: Sound Educational Program and Capacity to Implement*:

1. *Student Achievement and Educational Performance (see eligibility table above)*
2. *Governance and Organizational Management*
3. *Fiscal Operations*
4. *Fulfillment of the Charter*

The review shall include the school's history of compliance with applicable law, regulations, court orders, any applicable Memorandum of Understanding, and any other terms described in the charter. Within each of the four categories above are a set of indicators that serve as a source of evidence regarding the soundness of the school's educational program and its capacity of the leadership team to successfully implement it.

To make a determination regarding the soundness of the educational program and the school's capacity for implementation, the County Office reviews records of academic and school performance, including evidence collected by the County Office throughout the charter term. For example, the school's academic performance, including the performance of student groups; reclassification rate, and high school graduation rate, as applicable, all provide insight into the success of the school's educational program throughout the term of the charter and determine the level of renewal for which the school is eligible to apply. The school's fiscal operations, as revealed by indicators such as clean fiscal audits, assets, and enrollment history, are signs of the school's capacity to successfully implement the described program.

Criterion 3: Reasonably Comprehensive Renewal Petition

In contrast to the two previous criteria, which assessed the school's past accomplishments, this criterion is focused on the school's future. It requires the school to describe its plans for academic program, structure,

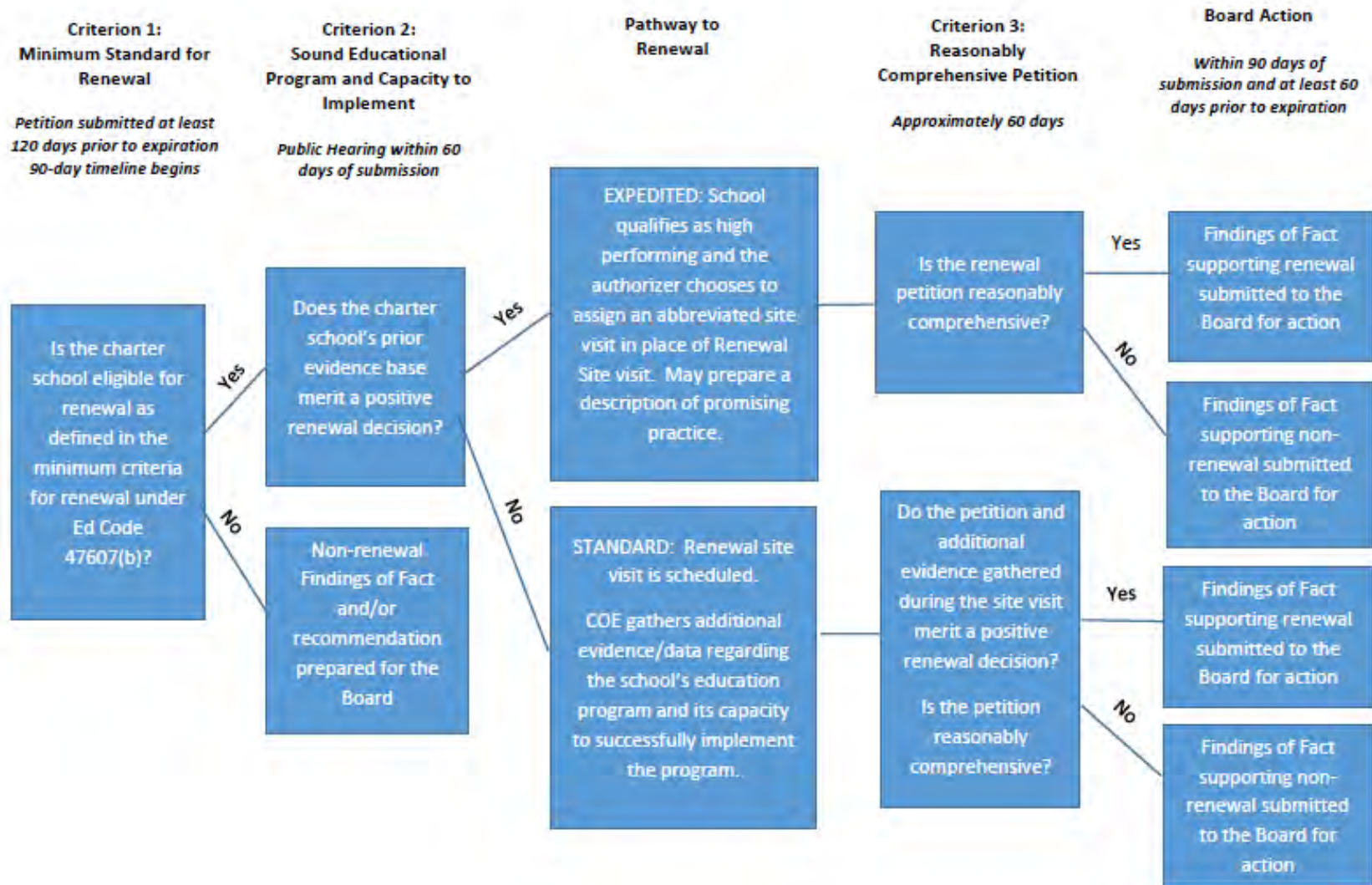
and operations during the future term of the charter, should a renewal be granted. Revised charter petitions are reviewed and evaluated in a similar manner as newly submitted petitions.

Education code requires charter schools applying for renewal to submit their request for Renewal at least 120 days prior to the expiration of the existing charter. Upon receipt of a petition, the County Office will assemble a team of content area experts to review the petition and document the Findings of Fact, if any, for the Board's consideration and decision.

The County Office, where practicable, may meet with the charter school leader to answer technical questions and/or provide feedback on the draft petition prior to submission for renewal. Under certain circumstances, the County Office may determine that it is necessary to conduct a capacity interview as part of its effort to ascertain whether the school has the capacity to successfully implement the proposed changes. In that event, the County Office will notify the school promptly, so that an interview can be scheduled as soon as practicable. The petitioner team should plan to make itself available for the capacity interview within five (5) days of receiving notification from the County Office.

County Office of Education Renewal Petition Review Process Flowchart with Targeted Dates

A targeted number of days is included. A mutually agreed upon 30-day extension is allowable.



Action by the Board of Education

The Board of Education reviews the renewal petition, the County Office staff report, which may include a recommendation. The Board of Education may deny a renewal petition, if the charter school fails to meet the standard for renewal outlined within the *Criteria for Renewal* (E.C. §47605).

A renewal petition shall not be denied unless the County Office makes written factual findings that support one or more of the following findings:

1. The charter school will provide an *unsound educational program* for students during the term of its charter;
2. The charter school is demonstrably *unlikely to successfully implement* the program set forth in the petition;
3. The petition does not contain the necessary affirmations set forth in the Charter Schools Act; or
4. The petition does not contain reasonably comprehensive descriptions of the fifteen required elements set forth in the Charter Schools Act.
5. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

Notwithstanding E.C. §47607(c), 47607.2(a) and 47607.2(b), pursuant to 47607(e)

THE BOARD MAY ALSO DENY RENEWAL of any charter school upon a finding that:

1. The charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors; OR
2. The charter school is not serving the pupils who wish to attend, as documented by E.C. 47607(d)

The County Office must provide 30 days' notice with a reasonable opportunity to cure the violation AND make a finding that either:

1. The corrective action proposed by the charter school has been unsuccessful; OR
2. The violations are sufficiently severe and pervasive as to render a corrective action unviable

In the event a renewal is denied, the County Office will ensure the California Department of Education is notified and all necessary documentation, including Findings of Fact and Confirmation of Denial, are delivered to the charter school, as required by law.

Promising Practices

In fulfillment of the Charter Schools Act's direction to *encourage of the use of different and innovative teaching methods*, and as a means to improve learning opportunities for all students in the County, the County Office may disseminate *Promising Practices* implemented by charter schools to other district leaders both in and out of the County.

MATERIAL REVISIONS

The following section describes each phase of the application and review process for material revisions.

Step 0: Prior to Submission of the Application for Material Revision

Once a charter school determines it wants to request an amendment of its current approved charter, it should contact the County Office. County Office staff will work with the school to ascertain whether the proposed amendment amounts to a “material revision” that requires Board approval.

Amendments that constitute “material revisions” include, but are not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure. These changes may include but are not limited to:

1. Substantial changes to the educational program, including
 - a. mission or vision
 - b. The addition or reduction of grades served
 - c. Enrollment increases above the enrollment capacity in the charter (>10%)
 - d. Adding a classroom-based or independent study program
2. Changes to location of facilities, including school sites, resource centers, meeting space, or other satellite facility including the opening of a new facility
 - a. Temporary locations rented for annual student testing purposes shall be exempted from this provision.
3. Admissions requirements and procedures
4. Governance structure, including but not limited to:
 - a. changes in number of board members,
 - b. method by which new board members are selected, and/or
 - c. changes in majority/quorum or other provisions relating to resolution approval

Where applicable, to receive consideration in a Proposition 39 facilities request for a particular fiscal year, any increase in enrollment above the enrollment capacity in the charter should be approved by November 1 of the preceding fiscal year.

The County Office will notify the charter school within three business days of making the determination whether the proposed change is a material revision. If the proposed change is determined to be a material revision of the charter, the school must seek approval of its proposal through the material revision application process outlined below.

Step 1: Submission and Review of the Application for Material Revision

In order to be accepted for review, *Request for Material Revision to Charter* must be complete (Appendix D). This includes updates for all Education Code and Board Policy implemented since the

charter was last approved. County Office staff will respond to technical questions, as requested and as available.

Once the charter school has submitted a complete material revision application, the County Office, will review the submitted revisions to determine whether the charter meets the legal requirements of E.C. §47605. Under certain circumstances, the County Office may determine that it is necessary to conduct a capacity interview as part of its effort to ascertain whether the school has the capacity to successfully implement the proposed changes. In that event, the County Office will notify the school promptly, so that an interview can be scheduled as soon as practicable. The petitioner team should plan to make itself available for the capacity interview within five (5) days of receiving notification from the County Office.

Step 2: Findings of Fact and Board Action

If the County Office determines there is reason for denial of the requested material revision(s), it will notify the school promptly. At that time, the school may choose to withdraw the request or indicate its intent to proceed to Board action notwithstanding the County Office report.

The material revision agreement document must be signed by the charter leader and approved by the charter school Board prior to any authorizing Board action. Upon review, the County Office will document any Findings of Fact regarding the requested material revision(s) and may make a recommendation to the Board. The County Office will revise any contracts/ MOUs impacted by the material revision and send them to the charter school for signature.

Based on the County Office report and the guidelines delineated in E.C. §47605 and E.C. §47605.6, the Board of Education will make a final decision to approve or deny the request for material revision of the charter. The Board of Education may approve a request for material revision with or without conditions or benchmarks. The Board of Education may deny a request for material revision if it finds that:

1. The charter school will provide an unsound educational program for students during the term of its charter; as amended.
2. The charter school is demonstrably unlikely to successfully implement the program set forth in the petition; as amended.
3. The petition does not contain the necessary affirmations set forth in the Charter Schools Act; as amended.
4. The petition does not contain reasonably comprehensive descriptions of the required elements set forth in the Charter Schools Act; as amended.
5. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code; as amended.

Should the charter school’s request for material revision of its charter be denied, the school will continue to operate under the terms of its current approved charter.

Material revisions shall take effect immediately upon Board approval, unless a different effective date is applied as a condition of approval.

Roles and Responsibilities at Each Step of the Material Revision Application Review Process

Application Review Step	County Office	Charter School
<p>Step 0: Prior to Submission</p>	<p>Determine whether proposed amendment constitutes “material revision” of the charter</p> <p>Provide material revision submission instructions</p>	<p>Contact the County Office to communicate intent to seek amendment of charter</p> <p>Learn about the material revision submission and review process and expectations for successful applications</p>
<p>Step 1: Submission and Review</p>	<p>Review material revision application</p> <p>Determine, in consultation with appropriate District staff, whether the proposed material revision is educationally sound, likely to be successfully implemented, and reasonably comprehensive</p> <p>Conduct capacity interview, as needed</p>	<p>Ensure that material revision application is complete and ready for submission</p> <p>Participate in capacity interview, as needed</p>
<p>Step 2: Findings and Board Action</p>	<p>Prepare Findings of Fact and any revised agreements</p> <p>Present findings to the Board</p>	<p>Sign any agreements</p> <p>Work with the County Office to finalize the proposed material revision requirements/ agreements based on conditions or benchmarks for approval</p> <p>Attend Board meeting, if desired</p>

ADDITIONAL PROVISIONS

Educating Students with Disabilities

Legal Obligations

All public schools, including charter schools, are required to adhere to and implement the requirements of all applicable Federal and State laws and regulations pertaining to the provision of appropriate special education programs and services for students with disabilities. The following outlines the requirements charter schools must follow to educate students with disabilities:

Individuals with Disabilities Education Improvement Act

The Individuals with Disabilities Education **Improvement** Act (“IDEIA”) 2004 is the Federal law that governs special education. This law requires that those states and their local educational agencies that accept federal funding under the IDEA must have policies and procedures in place which ensures “a free appropriate public education” (“FAPE”) is available to children with disabilities residing in the state between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.

The governance of this legislation applies to students who are determined to have an eligible disability, require special education and/or specialized services and are between the ages of 3 and 21. Federal law requires that a continuum of placement options be made available to meet the needs of students with disabilities. This includes general education sites, special schools and centers, non-public schools, hospital and home programs as well as residential schools.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 often called “Section 504” is a Federal civil rights law that prohibits discrimination/harassment on the basis of a disability in any program or activity receiving Federal financial assistance. Public schools are among a broad range of entities that must comply with the non-discrimination requirements of this law.

Many of the requirements of this law mirror those of IDEA such as “Child Find” and evaluation for services, development of a service plan and timelines.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) gives civil rights protections to individuals with disabilities that are like those provided to individuals on the basis of race, sex, national origin, and religion. It guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, State and local government services, and telecommunications. While not specifically addressing special education services, the Supreme Court ruled in 1999 that under the protections afforded by this law, “no person with a disability can be unjustly excluded from participation in or be

denied the benefits of services, programs or activities of a public entity.” Public agencies, including school districts, are considered public entities.

California Charter Schools Act

The provisions of the California Charter Schools Act specifically set forth that a charter school shall not discriminate against any pupil on the basis of any of the characteristics listed in Education Code §220 which includes disability as a prohibited basis.

Charter Schools’ Facilities Requirements

California law requires all charter schools to occupy one of the following types of facilities:

- (1) Facilities that comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located;
- (2) Facilities that comply with the Field Act; (3) Facilities exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, such as the federal government. In addition, charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

The COE will work collaboratively with local building enforcement agencies to obtain assurances that the certificates of occupancy issued for District-authorized charter schools located within their jurisdiction meet all applicable building, safety and health codes, including but not limited to, the accessibility requirements of the law.

Special Education Local Plan Area (“SELPA”) Participation

Prior to Board of Education approval, charter schools shall execute a Memorandum of Understanding (“MOU”) by and between the COE and the charter school regarding the provision and funding of special education services consistent with the requirements of the SELPA Local Plan for Special Education.

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a Memorandum of Understanding (“MOU”) by and between COE and the charter school (if considered a Local Educational Agency (“LEA”) regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the COE for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing requirements. In order to effectuate this change for existing charters, a petition amendment and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

Conflicts of Interest

An important responsibility for charter schools is effective and ethical governance. All charter schools authorized by the County Board of Education must commit to the highest level of ethical standards. Charter schools authorized by the County Board of Education shall comply with all applicable conflict of interest requirements. As a general guide, members of the charter school's executive board; any administrators, managers or employees; and any other committees of the school shall establish and abide by policies and procedures that comply with applicable federal and state laws and regulations, nonprofit integrity standards, and the County Board of Education charter school policies and regulations regarding conflicts of interest as part of a reasonable comprehensive description of school governance.

Political Reform Act

Enacted in 1974, the Political Reform Act was passed by California voters to promote integrity and transparency in state and local government agencies by helping agency decision makers avoid conflicts between their personal interests and official duties. Under the Act, these individuals are required to disclose certain financial interests on their Form 700 filings.

Form 700

In accordance with the Political Reform Act, as part of compliance with the County Office Conflict of Interest Code, every member of a public charter school board of directors and each public charter school officer, employee, or consultant meeting the three-pronged criteria established under state law shall file a state-mandated Form 700 Statement of Economic Interests with the local public school district

1. within 30 days of assuming office,
2. annually thereafter, and
3. within 30 days after leaving office.

Each individual's Form 700 Statement of Economic Interest shall remain on file at the charter school's primary administrative office and the original filed as required by law. Form 700s must be made available, upon request, for inspection by any member of the public. The authorizer receives a copy as part of annual oversight.

The three-pronged criteria established under the Act for determining Form 700 filing positions are:

1. Is the position involved in making governmental decisions on behalf of the charter school?
2. Is the position involved in making financial decisions on behalf of the charter school?, and
3. Is the position involved in advising decision-makers regarding governmental and financial decisions on behalf of the charter school?

If the answer is yes to any of the three questions above, the position is a Form 700 filing position.

Liaison Process and List of Charter School Filers

April 1 is the statutory deadline for annual filing of the Form 700 Statement of Economic Interest (SEI). Prior to April 1 of each year. Each charter school or CMO should identify a Form 700 liaison to collect and mail its original SEIs to the County Office, or submit them in person. Originals must be sent as the

state law prohibits emails and faxes. Each charter school or CMO should also submit an organizational chart and roster of their designated filers.

Notifications

Charter school filers that fail to meet the annual April 1 deadline will receive a *Notice to Cure*. The COE will report to the California Fair Political Practices Commission any filers that remain delinquent thirty (30) days after the date of the notice.

Late Fines

The California Fair Political Practices Commission may impose fines on charter school officials that fail to file Form 700 SEIs in the manner described above.

Beyond what is outlined above, it is the responsibility of the charter provider to ensure that charter school employees understand not only filing requirements but also the requirements regarding conflicts of interest, self-dealing, and incompatible activities, which should be reasonably set forth in the governance provisions of the charter (E.C. §35160, E.C. §47600 and Government Code §1090, §6250, §54950, §81000).

APPENDIX DOCUMENTS

Disclaimer: The following Appendix items are intended to be a resource to help authorizers get started with compiling their own document collection. These documents come from a variety of sources collected throughout the development of CARNet. While documents were reviewed in early 2020, updated and simplified in formatting, there is still work that can be done to improve the quality. Please review documents carefully before use.

Appendix A: New Petition Resources

Charter Appeal Submission Process

Petition Presented on Appeal Following Denial by a School District

A. Submitting the Appeal

The County Office advises petitioners carefully read and follow directions in the checklist that follows to avoid unnecessary oversights. A complete submission includes:

1. **The Charter School Petition Review Checklist** include page numbers identifying the location of required information.
2. Please assemble seven (3) binders plus one electronic copy on a thumb drive. This includes, one (1) electronic copy of all documents submitted in the binders, as described. Provide the budget projections/ cash flow in EXCEL format ONLY. Submit additional Appendix documents in PDF format. Use tabs to separate each requirement.

Also be sure to include the following:

3. **Form A** Notice of Appeal: Denied Charter Petition
4. **Appeal documentation, including:**
 - a. A copy of the District governing board's action of denial of the petition and the governing board's written factual findings specific to the particular petition, as required by E.C. section 47605(b).
 - b. OPTIONAL: A brief written response to the district board's findings (no more than 3 pages).
 - c. Signed certification that the petitioner(s) will comply with all applicable laws, including, but not limited to the provisions of Education Code Section 47605(d) *et seq.*
 - d. A narrative description of any changes to the petition necessary to reflect the County Board of Education as the chartering entity. There shall be no material changes to the charter petition as denied by the school district.
5. **The original charter petition and supporting documents considered by District when petition was denied**
 - a. Include proposed start-up and three-year budgets (including assumptions) as denied by the local school board.
 - b. Renewal petitions must contain documentation that the school met at least one of the renewal criteria specified in Education Code 47607(b) and a description of how the school has met all new charter requirements enacted into law since the charter was granted or last renewed (*California Code of Regulations, Title 5, 11966.4*).

The appeal package must be delivered to the County Office of Education

Notice of Appeal: Denied Charter Petition

Type: Denied Initial Petition Denied Renewal Petition

CHARTER SCHOOL INFORMATION

Name of proposed charter school: _____ District of proposed school: _____

Address of proposed school: _____

Proposed grade levels: _____ Proposed total enrollment: _____ Proposed opening date: _____

LEAD PETITIONER INFORMATION

Name of lead petitioner: _____ Position with proposed charter school: _____

Address: _____ City: _____ Zip: _____

Daytime Phone Number(s): _____ _____ Email address: _____

LIST CHARTER DEVELOPMENT TEAM MEMBERS

Include names and positions with proposed charter school

Name	Position

CERTIFICATION

I/we certify that we are interested in applying for a charter school within _____ County. Please sign in blue ink.

Print Name: _____ Signature: _____ Date: _____

Attach Articles of Incorporation and By-Laws of non-profit corporation or explanation of why these have not yet been developed.

OFFICE USE ONLY

Received by: (print name) _____

Signature: _____

Date: _____

Countywide Charter Submission Process

A. Submitting the Petition

The review timeline becomes effective when the petition binders and electronic copies are submitted to the Superintendent's Office at the County Office of Education. Incomplete submissions may result in findings to support denial.

<input type="checkbox"/>	The Charter Review Checklist with page numbers identifying the location of required information. Place in front pocket of each petition binder.	
<input type="checkbox"/>	One (1) electronic copy of all documents submitted in the binders. Provide charter petition in Microsoft WORD format ONLY and the budget projections/ cash flow in EXCEL format ONLY. Submit additional Appendix items in PDF format.	
<input type="checkbox"/>	Three (3) additional petition binders containing the Petition items <u>with tabs</u> separating each item	
<input type="checkbox"/>	Table of Contents	
<input type="checkbox"/>	▶ Form A	Notice of Intent to Submit Application
<input type="checkbox"/>	Articles of Incorporation and by-laws for the non-profit organization (or explanation of why these have not yet been developed), if applicable.	
<input type="checkbox"/>	<p>A completed charter petition includes:</p> <ul style="list-style-type: none"> ☒ a cover letter signed by the governing board president, or designee, authorizing the submission of the charter renewal petition. ☒ Certification the petition is complete ☒ Signature pages <ul style="list-style-type: none"> ○ 50% of meaningfully interested teachers OR 50% of meaningfully interested parents for start-up charter schools ☒ Reasonable justification for why it could not be established by petition to a school district pursuant to E.C. section 47605.6. ☒ Letters of Notification to Districts of Intent to Operate Charter School per E.C. section 47605.6 ☒ submission of redline and clean copy charter petition containing <ul style="list-style-type: none"> ○ a reasonably comprehensive description of all 15 elements (16 for countywide) and supplemental materials per E.C.47605.6(b), including, but not limited to ○ required supplemental Information ○ Assurances per E.C. section 47605 ○ a financial plan, including a proposed charter school budget (start-up costs, multi-year projections and cash flow for at least 3 subsequent years) ○ an Impact Statement: How administrative services will be provided ○ Special Education/SELPA description of services provided, due process policy, contracts ○ dispute resolution language ○ Appendix documents ☒ Submit supplemental materials with the charter petition. Appendices and supplemental materials will not be used in place of the reasonably comprehensive description of the required charter petition elements pursuant to Education Code §47605.6. 	
<input type="checkbox"/>	▶ Form A	Request for Information from Prospective Charter School Board Members. Including resumes and questionnaires.

B. Additional Information that may be requested at a later time: Do Not Submit Until Requested

<input type="checkbox"/>	▶ Form B	Applicant Information form
<input type="checkbox"/>	▶ Form C	Authorization to Release Information

Request for Information Form

Prospective Charter School Board Members

PETITION FOR ESTABLISHMENT OF A CHARTER SCHOOL

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Charter Oversight Office in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

Will you be at least eighteen years old by January 1 of the year in which the proposed charter school would open?

Yes No

Using this "Form A" as a cover sheet, submit typed responses to the inquiries on this page:

1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate specifically the knowledge and experience that you would bring to the board.

Name (please print)

Signature

Date

Applicant Information

PETITION FOR ESTABLISHMENT OF A CHARTER SCHOOL

Applicant Information – ATTACH RESUME

Applicant's Position with Charter School:		
<input type="checkbox"/> Lead Petitioner <input type="checkbox"/> Director/Principal <input type="checkbox"/> On-Site Financial Manager		
Name of Applicant (First/Middle/Last) :		
Other Names Used (i.e. Maiden/Former Married):		
Current Address:		
City:	State:	Zip:
Background Information		
Include this information in the attached resume:		
• Education History		
• Employment History – If applicable, include previous experience with Charter Schools		
• Professional Licenses/Credentials		
• Professional Affiliations (Corporate Positions, Board Positions, etc)		
• Fictitious Business Name Affiliations		
• Professional References		
• If applicable – Arrests and/or Convictions		
Proposed Charter School		
Charter School Name:		
Address (if available):		
City:	State:	Zip:
Legal Entity Behind Charter School (if available) – Provide 501c Certification		
Other Charter Schools with which Affiliated (prior and current):		
Location of Other Charter Schools:		

Authorization to Release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above references Charter School.
- Releases the _____ County Office of Education and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine by background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter/renewal petition and review process.

Signature

Applicant Signature: _____

Title: _____

Date: _____

OFFICE USE ONLY

Charter School Application Process by: _____

Phone: _____

Fax: _____

E-mail: _____

Capacity Interview Guidelines

_____ County Office of Education

Charter School Petition Capacity Interview

Charter School:

Date:

Time:

COE Interviewer Team	Relationship to COE	Charter School Representatives	Relationship to School

Pre-Interview:

Introduce the members of the interview team.

Have school representatives state their names, current positions with the school, and roles in writing and implementing the charter petition.

Describe the purpose of the capacity interview:

- To help determine whether the governing board and leadership team have the capacity to successfully implement the proposed charter school program and;
- To clarify information in the written petition and public statements and avoid any potential misunderstanding.

Describe the process:

- Various review team members will ask questions, sometimes directing the question to a specific individual
- Because we have a lot to cover, please try to keep answers focused on the question; may be necessary to limit time for answers
- Assign an individual to take note of the responses.

The Capacity Interview sample questions:

Page	Development of the Charter Petition	Responder	Response
	(EXAMPLE QUESTIONS AND PAGE NUMBERS)		
12	Who had primary responsibility for writing the charter school petition and is most familiar with its content?		
17	Briefly describe why this particular mission and approach were selected for the identified student population?		
17	What experience with high school programming does/do the primary author/s have?		
	Who was responsible for developing the budget in the charter petition?		
	How was the size of the proposed charter high school chosen?		
106	What was the board's process for reviewing and approving the charter petition? And the budget?		
	How does the board manage the conflict of interest created by the inclusion of school employees on the board of directors?		
	What percentage of students at your high school do you predict will be low income? (budget assumes 41.6%)		
App N	What percentage English learners? (budget assumes 0%; District is 1.8%)		
26	What percentage of students do you predict will be students with disabilities?		
41-47, 61,	Why do you think the demographics of the high school will be the same those of the K-8 school?		
	With the block schedule, how many times per week will students have mathematics? And foreign language? Why do you think that frequency is sufficient for these courses?		
App D	Given the large number of pedagogical strategies identified, how will the school prioritize PD and implementation?		

Page	School Operations, Management and Governance	Responder	Response
131	<p>How are you going to meet your goal to serve low income students through a lottery process?</p> <p>How will your lottery operate to implement the admission preferences?</p> <p>How will a sibling priority affect your ability to do so after the first lottery?</p> <p>The K-8 program reported very few (if any) expulsions and suspensions (per CDE data). How do you expect to deal with the more challenging behavior of high school students?</p> <p>Why is there no right for students to appeal an expulsion?</p>		
149	<p>What courses will be considered non-core and therefore not require a credential?</p>		
26	<p>What are the expectations for teacher working hours? How do you plan to staff the before and after-school activities?</p>		
33	<p>Why did you choose a 30/1 ratio for core courses? What student/teacher ratio for non-core classes have you planned?</p> <p>Who will be responsible for managing the various internships, college courses, interventions and enrichment?</p>		
112	<p>How do you intend to staff so many mathematics (3 for freshmen) and science classes (3 + labs at full size) with qualified teachers to meet A-G requirements?</p>		
26	<p>If the Public Charter School Grant is not approved or approval is delayed, how will you implement the start-up activities, including staff development?</p> <p>What is the basis for the enrollment and ADA projections? Why do you believe these projections are reasonable?</p> <p>How confident are you in the school's ability to meet first year enrollment targets? Why?</p>		
Page	School Operations, Management and Governance	Responder	Response
App A	<p>What is your plan for start-up activities? (App A is mostly planning)</p>		
App N	<p>Why have you projected full enrollment for each year, including grades 11 and 12 which can be difficult to fill with transfers?</p>		

21 & N	Do you have agreement with the district to provide meal service for the high school program? If they don't agree?		
App N	How did you ensure that you have budgeted sufficiently for professional development, including development before and during the school year?		
	Are you aware of the state deferrals of revenues apportionment? What is your plan to meet cash flow needs in the event of more deferrals?		
19	Describe how the board will perform its fiscal oversight to ensure fiscal viability and sustainability. Are there Board members with fiscal background or school finance experience?		
	What is the status of the selection of a school site and the plans for construction of the site? What is the current estimate of when the site can be ready for occupancy? Do you have a back-up plan in the event that you are unable to construct a school site for the fall 2018 school year?		
30-31	How does the facility design align with the program design? What, if any, special features are included to meet specific program needs?		

Closing the Capacity Interview:

Describe next steps for the petition review:

- Reviewers will complete their evaluation of the petition, aided by the information provided in this interview
- The Board of Education will receive a report from the review team, summarizing findings
- The Superintendent will make a recommendation to the Board
- Decision will be made by the Board on xxxxx date. At that meeting,
 - xxxx will present the findings
 - Board will ask questions and deliberate
 - You [and/or your supporters] will have an opportunity to...

Appendix B: Oversight

Minimum Documentation for Oversight Collection

Document Submission	Due Date
Student Admission and Enrollment	
Admission, Enrollment and Exit Procedures	September 1 first annually
Application Form (Lottery)	September 1 annually
Financials	
Adopted Annual Budget	July 1
Final Audit Report	December 15
Final Unaudited Actuals	September 15
First Interim Report	December 15
Preliminary Budget (June Adopted Budget)	July 1
Second Interim Report	March 15
Attendance Reporting	
Annual Apportionment (P-Annual)	July 15
First Principal Apportionment (P-1)	Jan 15
Second Principal Apportionment (P-2)	May 1
Educational Program	
Annual Performance Report (Self-Evaluation)	March 30
Local Control and Accountability Plan (LCAP)	July 1
School Accountability Report Card (SARC)	February 1
Academic Calendar (holidays, recess periods, staff development days, etc.)	September 1 annually
Accreditation (current status of WASC)	Not sure best deadline date
Board Meeting Information	
Board Meeting Agenda (advisory council if locally funded)	Multiple Dates Scheduled
Board Meeting Minutes (advisory council if locally funded)	Multiple Dates Scheduled
Board Meeting Schedule (advisory council if locally funded)	September 1
Board Roster (advisory council if locally funded)	September 1
Board Policies	
Bylaws	September 1 first year. Certify no changes annually thereafter, or submit revisions.
Public Records Act Policy	
Rehabilitation Act 504 Policy	
Students with Special Needs Policy - IEP and 504	
Conflict of Interest Policy	
Fiscal Management/Control Policy	
Student Discipline Policy	
Health and Safety Policy	
Safety and Buildings/Facilities	
Comprehensive Safety Plan (EC 32280–32289)	Adopt within one year of initiating operation, update by March 1, every year thereafter
Certificate of Occupancy (EC 47610)	September Year1, thereafter, provide update or certify no changes
Facility Inspection	September 1 first year or prior to opening, whichever comes first
Fire Marshal Inspection	September 1 first year or prior to opening, whichever comes first
Administration	
Certification of Employee Screening	September 1
Proof of Insurance (authorizer additional insured)	September 1
School Leadership/Organizational Chart	September 1
Renewal	
Charter Renewal Executive Summary	Varies- only in renewal years
Charter Renewal Performance Report	Varies- only in renewal years
Charter Renewal Petition	Varies- only in renewal years
Charter Renewal Petition - Appendices	Varies- only in renewal years
Charter Renewal Petition	Varies- only in renewal years
Contracts	
MOU	September 1

Annual Performance Report

See Form A in the Renewal Petition Appendix for Annual Performance Report. The annual self-evaluation reflects on progress made in the current year, whereas the renewal self-evaluation covers the full term of the charter.

Annual Comprehensive Site Visit Guidance

California Charter School Act states at Education Code Section 47604.32:

Each charter authority, in addition to any other duties imposed by this part, shall ... visit each charter school at least annually.

A quality authorizer....

- ✓ Visits each school as appropriate and necessary for collecting data that cannot be obtained otherwise and in accordance with the contract, while ensuring that the frequency, purposes, and methods of such visits respect school autonomy and avoid operational interference.
- ✓ Evaluates each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, and clearly communicates evaluation results to the school's governing board and leadership. *National Association of Charter School Authorizers Principles and Standards 2015*

OVERVIEW

Annual site visits are a regular, systematic examination of a charter school's performance relative to the school's obligations under law and commitments in its charter. The County Office of Education visits each of its authorized charter schools at least once annually, pursuant to its monitoring and oversight duties, articulated in California Education Code §47604.32. Site visits can be formal and informal. This procedure supports with a formal site visit. Site visits are an opportunity to gather and document evidence that is an important component of the body of evidence used to substantiate a renewal determination. Formal visits are often conducted with a small team of individuals with diverse backgrounds and expertise. The site visit is intended to be a snapshot of the current academic year and reflects the state of the school at a specific point in time.

Charter school oversight addresses the following areas of operation:

- **Educational Program:** overview of the educational program, English Learner and Special Education services, curricular materials and processes, professional development, teacher credentials and staffing, assessment and use of data.
- **Facilities:** condition, adequacy, and compliance of facilities.
- **Fiscal:** attendance, record-keeping, payroll, budget, accounting and financial reporting, annual audit, financial condition, and inventory.
- **School Operations:** training, handbooks, admissions, discipline, health and safety, parent notifications, policies.
- **Governance:** board management, board meetings, policy development, stakeholder involvement.

This particular site visit will focus on the Education Program, unless there is some concern during the visit that prompts further investigation.

LOGISTICS

Because the County Office recognizes that much of the evidence necessary to evaluate a school's successes and/or deficiencies is not always available in written documentation, site visit protocols focus on qualitative factors.

The annual site visit involves three types of activity:

1. Interview/discussion
2. Observation
3. Document Review, including student work samples

A typical site visit will follow a schedule similar to the inserted as an example below. It is necessary to have a designated room for the site visit team to work and conduct interviews with focus groups. Request the following items in advance to prep the visiting team:

- Visit schedule
- Calendar of professional development activities undertaken during the year
- Current enrollment by grade
- School's master schedule
- Staff roster with class assignments and room location
- Site map (with room designations tied to staff roster)

SITE VISIT TEAM PREPARATION

Prior to the site visit, the visiting team may review selected documents regarding the charter school. Documents for review include:

- Educational program description from school's current charter
- Most recent LCAP
- Most recent Annual Performance Report (self-evaluation)
- Most recent financial document / budget (summary page)
- Background on any current controversies, complaints or concerns regarding the school

All team members will take notes to provide feedback for the final report. Meetings will not be recorded.

Team members will be reminded that the:

- purpose of the site visit is to learn about the school, not to judge teacher performance or play "gotcha"
- observation should focus on consistency with the program as described in the charter.
- intent is to be courteous and curious and avoid disrupting classroom activities.
- site visit is a snapshot in time, and may not be representative of the school's everyday operation. Ask follow up questions.

INTERVIEW/DISCUSSION

The visiting team will have an introductory meeting with school leadership. Interviews and meetings with school leadership and staff may vary and can cover a range of topics, including finance, enrollment, governance, and instructional program. In addition, the team may interview stakeholders such as parents, students and classified staff. The school will determine the appropriate individuals to meet with the site visit team and the schedule for the interviews on the day of the site visit.

OBSERVATION

The visiting team will enter classrooms to observe the instructional program: some may be selected by the principal and others randomly selected by the site visit team. All grade levels may be observed, as well as special designation classes such as English Language Development and special education. The team will tour the campus and observe the general condition of the facility to assess the condition and adequacy to meet educational program requirements.

DOCUMENT REVIEW

The visiting team may choose to examine additional documentation during the visit to gather information on specific areas of concern or interest. The visiting team will provide the school with a school-specific list that specifies any additional documents required on the day of the visit.

In addition, a team member may review samples of student files, including English Learner and special education files. Team members will review examples of student work. Student work samples should include a range of abilities and proficiency levels, not just those of the highest performing students enrolled. **Student work samples should be made available in the classroom at the time of observations. Please inform teachers that we do not wish to interrupt instruction, so kindly point team members in the direction of the samples when they enter the room.**

END OF VISIT REPORT-OUT

At the end of the visit, the visiting team will share a brief report-out with the principal. It should be noted in speaking with the principal that any analysis presented during the initial report-out is preliminary. The visiting team does not make suggestions for improvement or direct the school to change operations or programs. If there are issues that will require further discussion or documentation, they should be noted at this time.

SITE VISIT REPORT

After the visit, the County Office will prepare a written report. The report will include the visiting team's findings with references to supporting evidence. The County Office will issue a draft report to the school administrator and will allow one week for the school to respond to any factual inaccuracies. Final reports will be submitted to the County Board of Education with the Annual Charter Oversight Report. The report and all additional documentation becomes a part of the body of evidence that is considered when the school enters the renewal process.

Sample Site Visit Schedule

Annual Site Visit Schedule

(enter Charter School Name here)

(enter date here)

Time		
8:30 – 9:00	Meet with Director, Principal, Office Manager, other Leadership <ul style="list-style-type: none"> • Interview and discuss the day’s schedule and answer any questions. 	
9:00 – 9:30	Parent/Guardian and Student Focus	
9:30-10:45	Classroom Observations (<i>list classrooms below</i>) <ul style="list-style-type: none"> • (classroom #1) • (classroom #2) • (classroom #3) and so on... 	<ul style="list-style-type: none"> • As determined necessary <ul style="list-style-type: none"> ○ File review ○ Interview with Office Manager (<i>or person in charge of office operations</i>)
11:00 – 11:30	Teacher Focus Group (<i>list teacher, grade level and course below</i>) <ul style="list-style-type: none"> • (teacher #1) • (teacher #2) • (teacher #3) and so on... 	
11:30-11:40	Visiting team debrief before meeting with school administration	
11:40 – 12:00	Debrief with school Director/ Principal	

Sample Site Visit Focus Group Introduction

Hello. I am _____, and these are my colleagues, _____. We are from the (district/COE), which approved the operation of your school and is responsible for monitoring its progress. We are here today on our annual visit to gather information about how the school is performing in relation to its charter and in meeting legal requirements outlined in a variety of checklists we will use to guide our work. We will be walking through your school today to observe classrooms and speak with parents, students and teachers. Our purpose is to improve our understanding of the educational program and school operations. What we learn here, along with the various documents and reports submitted to us during the year, will be used to develop an annual report to the Board and will be shared with the school's leadership team. Thank you for taking the time to talk with us about your school.

Sample Site Visit Questions

Principal/Head of School/Instructional Leader/ Board Members

- *If the principal is new to the process, provide introductory overview. If principal is new to the site team, ask them to provide personal background and how they came to be at the school.*
- What are your major goals this year? Why were those chosen? How are you using your LCAP to track implementation and progress of these goals?
- What changes to the school program have been implemented this year? How might we see that during our classroom observations?
- In what areas do you think your school has made the most academic progress this year? How do you know? To what do you attribute this progress?
- How are you ensuring that students learn California state standards?
- How are curricula decisions made (how often, who is involved, what is the process)?
- What assessments are you currently using? What is the schedule for administering assessments?
- How do you and the teachers use assessment data?
- What is your process for identifying staff development needs? What kinds of staff development have you/will you provide teachers?
- What kinds of support do you provide for new teachers?
- How do teachers collaborate within grades and across grades?
 - What resources do teachers have to implement the curriculum? Is this sufficient? If not, what would you add?
 - What process is in place to identify students with special needs (e.g., special education, English as a second language, gifted, etc.)?
 - What kinds of instructional supports and services are made available to special education students at this school?

- What types of accommodations and modifications are being made in the regular education classroom for students with diverse learning needs?
- What are the program options and supports for English Learners?
- What have been the outcomes for English Learners in terms of promotion and graduation rates? What is their progress on internal assessments?
- What ancillary academic supports and services are available to all students?
- Is there an explicit school-wide behavior management system and is it consistently implemented? Is it conducive to student success?
- What and how do you provide information about student learning to parents? To the public?
- How are parents involved in this school? Are your goals for parents being achieved?
- Is the school climate conducive to staff success?
- Is the school facility safe and conducive to learning?

Parents/Guardians

- *Following introduction ask parents for: their name, # and grade levels of students at school, how long their child/ren has been at the school*
- Where did your child/ren attend school last year and why did you choose this school?
- How is this school different than other schools at which your child has been enrolled?
- Are your expectations for the school being met? Why/why not?
- What information is the school providing about your child's learning? Is it sufficient?
- When you have a concern about your child's education, who is your primary contact? Are you satisfied with this communication?
- In what ways are you involved at the school?
- Were you involved in the school's development of its Local Control and Accountability Plan (LCAP)? How?
- Have you attended a meeting of the school's governing board? If not, why?
- Name one thing that you would like to change about the school.

Students (adapt to age level)

- *Following introduction ask students for: their first name, current grade level, how long they've been at the school*
- Why did you choose this school?
- Where did you attend school before and how is this school different?
- What has changed at this school since you started here?

- Describe a class assignment that you found especially interesting or exciting. What made this a good assignment?
- What classes or subjects do you find difficult at this school? How do you get help with classes or assignments that are difficult for you?
- Do feel safe at this school?
- Are there adults here that you can talk to about personal and family issues?
- Name one thing you would like to change about the school.

Teachers

- *Following introduction ask teachers for: their name, grade and/or subject taught, # of years at the school, # of years teaching*
- What changes to the school program have been implemented this year? How does this impact classroom instruction?
- Do you think teachers are (in general) aware of and adequately implementing grade-level curricular goals? Why?
- How do you ensure that students learn California state standards?
- What is the process for identifying staff development needs? What kinds of staff development has been provided?
- How do teachers collaborate within grades and across grades?
- Is the school climate conducive to staff success?
- Do teachers have sufficient resources to implement the curriculum? If not, what do you think is needed?
- Is the school facility safe and conducive to learning?
- Is there an explicit school-wide behavior management system and is it consistently implemented? Is it conducive to student success?
- What process is in place to identify students with special needs (e.g., special education, English as a second language, gifted, etc.)?
- How do you know which students in your classes have IEPs and what those IEPs include?
- How do you know which students in your class are English learners and what their level of proficiency is?
- Do teachers have the resources they need to meet the needs of these students? If not, what do you think is needed?
- What do you think of the teacher performance evaluation process at the school? Has it helped you improve your practice?
- What involvement has the faculty had in development of the school's LCAP?
- Name one thing you would like to change about the school.

Site Visit Follow Up Letter (insert into letterhead)

[Insert Date]

[Insert Charter School Address Block]

Subject: [Insert FY] Annual Site Visit [Education Code Section 47604.32]

Dear [Insert Addressee Salutation],

Thank you for the opportunity to conduct an annual site visit on [insert date] pursuant to Education Code Section 47604.32. We appreciate the time that you and the Charter School staff spent meeting with us and showing us around the campus as part of the visitation. [Insert a positive comment about the campus culture, staff, or some other positive feature noted at the site visit.]

As we discussed in our site visit closing meeting, some follow-up documentation and/or clarification is needed regarding a few items. The follow-up responsive actions and the timeframe for submission are noted on the attached Site Visit Review Matrix (Attachment A).

Thank you for your continued cooperation with this process and especially for your dedication to serving the students of the [insert Charter School name]. If you have any questions, please call me at [insert signer's phone number] or [insert alternate contact person and phone number.]

Sincerely,

CC: [Insert appropriate "cc's" from charter school and COE]

Local Control Accountability Plan*

In the column to the right indicate a finding of Y (yes), N (no), U (unknown), or N/A (not applicable) in response to each question below.	Y N U N/A	<i>Use the space below to comment on the item and/or to indicate where information used to make the Y/N determination can be found.</i>	If correction required; date(s) completed
A. Timely Submission			
1. Did the Charter School submit an LCAP (or annual update) by July 1 st ?			
2. Did the Charter School use the SBE LCAP template?			
3. <i>Was signed certification included indicating Charter School governing board approval prior to submission?</i>			
B. Stakeholder Engagement			
1. Did the Charter School consult with the following groups in developing the LCAP? (Cal. Ed. Code §47606.5(e))		<i>Evidence of consultation may include dates and descriptions of events, identifying various stakeholder groups consulted and outreach methods employed.</i>	
a. Teachers			
b. Principals			
c. Administrators			
d. Other school personnel			
e. Parents			
f. Pupils			
2. <i>Were events publicized in a manner likely to be effective (media, languages)?</i>			
3. <i>Did Charter School governing board members receive stakeholder input directly?</i>			
C. Goals and Progress Indicators			
1. Does the Charter School LCAP include identified needs and metrics?			
2. Does the Charter School LCAP address all applicable state priorities? (Cal. Ed. Code §47605(b)(5)(ii) and §47605.6(b)(5)(ii))		<i>Far right column of template references state priorities.</i>	
a. Priority 1: credentials, materials and facilities			
b. Priority 2: academic standards, incl. EL			
c. Priority 3: parental involvement			
d. Priority 4: pupil achievement			

Local Control Accountability Plan*

In the column to the right indicate a finding of Y (yes), N (no), U (unknown), or N/A (not applicable) in response to each question below.	Y N U N/A	<i>Use the space below to comment on the item and/or to indicate where information used to make the Y/N determination can be found.</i>	If correction required; date(s) completed
e. Priority 5: pupil engagement			
f. Priority 6: school climate			
g. Priority 7: course of study			
h. Priority 8: other pupil outcomes			
i. School priorities <i>(optional)</i>			
2. If all priorities are not addressed, is this reasonably justified by grades served and/or the nature of the program operated? <i>(Charter schools only)</i>			
3. Are schoolwide goals included for applicable priorities? <i>(Separate subgroup goals optional for 2014)</i>			
4. Are all numerically significant racial/ethnic subgroups listed, based on prior year demographic data? (Cal. Ed. Code §52052)			
5. Are all numerically significant educationally disadvantaged subgroups listed, based on prior year demographic data? (Cal. Ed. Code §52052)			
b. Socioeconomically disadvantaged (req. if at least 30; optional below 30)			
c. English learners (req. if at least 30; optional below 30)			
d. Pupils with disabilities (req. if at least 30; optional below 30)			
e. <i>Foster youth (req. if at least 15; optional below 15)</i>			
6. <i>Where achievement gaps are identified from prior year data, are separate goals included for identified subgroups?</i>			
D. Actions, Services and Expenditures			
1. Are specific annual actions identified for each goal? (Cal. Ed. Code §47606.5)			
2. Are anticipated expenditures listed and described for the annual actions?			
3. Does the description of expenditures for the annual actions include where those expenditures can be found in the budget?			

Local Control Accountability Plan*

In the column to the right indicate a finding of Y (yes), N (no), U (unknown), or N/A (not applicable) in response to each question below.	Y N U N/A	<i>Use the space below to comment on the item and/or to indicate where information used to make the Y/N determination can be found.</i>	If correction required; date(s) completed
4. Are the funding sources for anticipated expenditures for annual actions identified?			
5. Are specific <u>additional</u> annual actions identified for each goal for <u>educationally disadvantaged students</u> ?			
6. Are anticipated expenditures listed and described for the <u>additional</u> annual actions?			
7. Does the description of expenditures for the <u>additional</u> annual actions include where those expenditures can be found in the budget?			
8. Are the funding sources for anticipated expenditures for <u>additional</u> annual actions identified?			
9. Is the narrative description of the expenditure of supplemental and concentration revenue reasonable and consistent with the table/s of annual actions?			
10. Is the use of funds in a charter-wide manner justified by the LCAP description?			
11. Does the narrative description of services for educationally disadvantaged students demonstrate how such services will increase or improve in proportion to increased funding? <i>(Charter schools need not reference specific % relative to specific restricted funds.)</i>			
E. CONSISTENCY WITH ANNUAL BUDGET			
1. Is the amount of supplemental and concentration revenue (“increase in funds”) described in the LCAP consistent with the July 1 st annual budget?			
2. Are the annual actions in the LCAP consistent with the Charter Alternative Form budget assumptions worksheet (i.e., class size, schedule or calendar changes, staffing ratios, new positions)?			
3. Are the expenditures associated with the annual actions, as shown on the LCAP expenditures worksheet, consistent with the amounts in the budget?			

Local Control Accountability Plan*

In the column to the right indicate a finding of Y (yes), N (no), U (unknown), or N/A (not applicable) in response to each question below.	Y N U N/A	Use the space below to comment on the item and/or to indicate where information used to make the Y/N determination can be found.	If correction required; date(s) completed
Review conducted by:			
_____ /	_____ /	_____ /	
Print Name	Signature	Date	
<p>* California Education Code §47604.32 states: "Each chartering authority, in addition to any other duties imposed by this part, shall do all of the following with respect to each charter school under its authority: ... (c) Ensure that each charter school under its authority complies with all reports required of charter schools by law, including the annual update required pursuant to Section 47606.5."</p>			

Sample LCAP Letter

_____ County Office of Education
 County Superintendent of Schools
 October 5, 2017

Dear Charter School Leaders,

Thank you for submitting your board approved 20__-20__ Local Control and Accountability Plan (LCAP) to the _____ County Office of Education. We appreciate the work you have done with your stakeholders to develop a plan to address the eight priorities included in Education Code (EC) 52060(d). While the LCAPs developed by charter schools are not subject to approval by the County Office of Education, as your authorizer, we do review your LCAP as part of our regular oversight duties pursuant to EC 47604.32. In addition, we have reviewed your LCAP and have provided feedback in order to assist in working collaboratively with you as you implement the 20__-20__ LCAP and develop future LCAPs.

This feedback is intended to help your charter meet the intended LCFF/LCAP purposes of

1. aligning resources with priorities,
2. increasing transparency to parents and the public at large; and
3. developing systems to track and report budgeted expenses and outcomes

This feedback is intended for your use in the development of next year's LCAP. There are some sites that may consider changes or additions to their current year submitted LCAP to meet the delineated purposes. Our feedback is presented both in the attached *Summary of Observations*. Please see the California Department of Education posting of LCFF Frequently Asked Questions specific for Charters Schools for additional resources.

If you have questions or want to discuss the feedback, please contact the following staff:

We understand that the LCFF/LCAP process and expectations are continually evolving and are committed to working collaboratively with you as the system is finalized. We hope you find this feedback helpful and look forward to continuing this work together.

Signature
Attachments

LCAP Summary of Observation Attachment

Summary of Observations Charter School LCAP

FY 20__-20__

Purpose: To provide the Charter School officials with recommendations on how to improve their LCAP, making it more transparent and understandable to all targeted external parties.

Charter School:

Note: *Checks indicate item has been addressed adequately.*

EXECUTIVE SUMMARY

Provide an overview of the school and LCAP focusing on data.

- [] **Greatest Progress:** The LCAP should **describe** the *progress areas* from the State Indicators and local performance indicators of which the LEA is most proud.
- [] **Greatest Needs:** The LCAP should **describe** the *need areas* from the State Indicators and local performance indicators which the LEA needs to improve.
- [] **Performance Gaps:** The LCAP should **describe** any state or local indicator which performance for any student group has two or more performance levels below the "all student" performance AND what steps the LEA is planning to take to address these performance gaps.

Comments:

ANNUAL UPDATE

- [] For each identified goal in the LCAP being updated (from prior year) the *LCAP Annual Update* should describe actual progress toward the expected outcomes, using at a minimum, the required metrics.
- [] The LCAP Annual Update should describe the estimated annual actual expenditure for each of the actual actions and/ or services.
- [] The LCAP Annual Update should assess and describe the implementation and effectiveness of the specific actions for each goal, and describe any changes in actions, services, expenditures and /or changes to the applicability of the goals.
- [] The LCAP should evaluate the overall data, implementation and effectiveness and reflect on the LCAP Goals and Actions moving forward.

Comments:

STAKEHOLDER ENGAGEMENT REQUIREMENTS

Stakeholder Consultation Process

- [] **Involvement Process:** The LCAP should **describe** the *process* used to consult with parents, pupils, school personnel, and the community in the development of the LCAP.
- [] **Impact on LCAP:** The LCAP should **describe** how parents, pupils, school personal and the community input contributed to the development of the LCAP.
- [] **Annual Update: Involvement Process and Impact on LCAP:** The LCAP should **describe** the *stakeholder consultation process* to review the *development* **and** the *impact* of the stakeholder consultation process of the annual update of LCAP goals, actions, services and expenditures described.

Comments:

GOALS. ACTIONS. EXPENDITURES, AND EXPECTED ANNUAL MEASURABLE OUTCOMES

Financial Observations

The Budgeted Expenditures column is complete. Budgeted Amounts, Object Codes, their descriptions, and/or funding sources are present. All this information is important for financial external parties/ audiences for their review of the school's financials and budgets.

Any "across-the-board" / general increases in salaries using Supplemental and Concentration grant funding should be in compliance with LCAP Expenditure regulations.

Comments:

Educational Program Observations:

All state priorities must be addressed in at least one of the LCAP goals and some goals may address more than one state priority.

Clearly identified goals should align with Identified Need for each LCAP year. Descriptions should be included for each goal in one or more years unless the goal is for a shorter duration. (Non-Charter Public schools are required to submit LCAP for all 3 years; Charters are only required to submit LCAP for one year, although they have been strongly encouraged to address the 3 year cycle.

Comments:

The LCAP ought to include expected measurable outcomes for all pupils, and pupil subgroups, where applicable, using metrics that may be quantitative or qualitative. At a minimum, LEAs must use the specific metrics that state explicitly requirements for measuring progress within a particular state priority area.

Comments:

DEMONSTRATION OF INCREASED OR IMPROVED SERVICES FOR UNDUPLICATED PUPILS

With regard to the calculation of the total amount of Supplemental and Concentration Grant Funds required to be reported in the LCAP, the Charter School either -

Did not report the current year estimated amount which should come from the LCAP MPP tab of the latest version of the FCMAT LCFF Calculator.

Did not properly calculate this amount in the LCAP MPP tab of the LCFF Calculator.

Did not sufficiently describe how this amount will be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils.

Reported an amount different from the amount which appears to be properly calculated in the LCAP MPP tab of the school's current LCFF Calculator.

Reported the amount which appears to be properly calculated in the LCAP MPP tab of the school's current LCFF Calculator.

Pursuant to 5 CCR 15496(a), the School is required to identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils.

Comments:

With regard to the calculation of the Minimum Proportionality Percentage (MPP) required to be reported in the LCAP, the Charter School either -

Did not report the current year MPP which should come from the LCAP MPP tab of the latest version of the FCMAT LCFF Calculator.

Did not properly calculate the MPP in the LCAP MPP tab of the LCFF Calculator.

- [] Did not sufficiently describe the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils
- [] Reported a percentage different from the MPP which appears to be properly calculated in the LCAP MPP tab of the school's current LCFF Calculator.
- [] Reported the amount which appears to be properly calculated in the LCAP MPP tab of the school's current LCFF Calculator.

Pursuant to 5 CCR 15496(a), the School is required to identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils.

Comments:

Governance

In the column to the right indicate a finding of Y (yes), N (no), or N/A (not applicable) in response to each question below.	Y N N/A	<i>Use the space below to comment on the item and/or to indicate where information used to make the Y/N determination can be found.</i>	Date(s) Completed
A. Organizational Management			
1. If the Charter School is constituted as a non-profit corporation, are the corporate papers, including articles of incorporation available to the authorizer?			
2. Is there a list or roster of governing board members?			
3. Does the Governing Board have a comprehensive plan to conduct oversight of the academic program?			
4. Is the Governing Board equipped to execute their fiduciary responsibility with regards to the disbursement of public funds?			
5. Does the Governing Board understand the annual budget and demonstrate knowledge about the short and long-term financial outlook of the Charter School?			
6. Does the organizational structure of the Charter School provide clear delineation between the responsibilities of the Governing Board and Charter School management staff?			
B. Capacity/Composition			
1. Do some of the Governing Board members have previous governance experience?			
2. Is the Governing Board free of real or perceived conflicts of interest? Is there teacher on the board that abstains from votes that create a conflict of interest?			
3. Does the Governing Board represent strong diversity relevant to the community & charter school population?			
4. Do the Governing Board members have expertise in key fields such as finance, legal, real estate, fundraising and education?			
C. Structure			
1. Is the composition of the Governing Board consistent with the approved charter?			
2. Does the Governing Board have bylaws that are comprehensive, and include reasonable term limit?			
3. Does it appear that the Governing Board fully understands the bylaws and their implications?			
4. Has the Governing Board identified officers?			
5. Are there written job descriptions for Governing Board officers that clearly describe the roles and responsibilities of each?			
6. Do the bylaws delineate committees and provide detailed job descriptions for these committees?			
D. Clarity			
1. Does Charter School leadership team demonstrate a strong understanding of their role related to effective governance?			

Governance

In the column to the right indicate a finding of Y (yes), N (no), or N/A (not applicable) in response to each question below.	Y N N/A	<i>Use the space below to comment on the item and/or to indicate where information used to make the Y/N determination can be found.</i>	Date(s) Completed
2. Do the Governing Board members understand their role in developing supporting and evaluating the Charter School Leader?			
3. Is there a strong working relationship between Charter School Leader, Governing Board Chair and full Governing Board?			
E. Meetings			
1. Does the Governing Board conduct public meetings at such intervals as are necessary to ensure that the Board is addressing business required to provide sufficient direction to the Charter School?			
2. Does the Governing Board comply with the following:			
a) Regularly scheduled meetings with appropriate public notice			
b) Brown Act training and meeting compliance			
c) Government Code 1090			
d) The California Public Records Act			
e) The Political Reform Act of 1974			
f) Availability of meeting minutes and/or recordings			
3. Does the Governing Board have resolutions and Governing Board –adopted policies related to:			
a) Conflict of interest			
b) Handbooks- Parent, Student, Employee			
c) Student & Employee discipline and due process			
d) Parent complaint resolution and due process			
e) Internal controls policies and related forms and systems			
f) Bank signature authorizations, etc.			
g) Harassment- student, staff			
h) Safety Plan			
i) Immunization records			
j) Family Educational Rights and Privacy Act (FERPA) – policy and notices			
k) Section 504 compliance			
l) Allowable purchases and purchasing authority.			
3. Have material revisions to the charter been approved by the Governing Board?			
F. Parent /Staff Involvement			
1. Is there a process in place that ensures that parents, teachers and staff may provide input regarding the effectiveness of the Charter School?			

Appendix C: Renewal Petitions

Submitting the Complete Renewal Petition Package

The review timeline becomes effective when the petition binders and electronic copies are submitted to the Superintendent's Office at the County Office of Education. Incomplete submissions may result in findings to support denial.

<input type="checkbox"/>	The Charter Review Checklist with page numbers identifying the location of required information. Place in front pocket of each petition binder.	
<input type="checkbox"/>	One (1) electronic copy of <u>all documents</u> submitted. Provide the Performance Report and red line charter petition in Microsoft WORD format ONLY and the budget projections/ cash flow in EXCEL format ONLY. Submit the Appendix in PDF format.	
<input type="checkbox"/>	Three (3) additional petition binders containing the Petition items <u>with tabs</u> separating each item	
<input type="checkbox"/>	Table of Contents	
<input type="checkbox"/>	Articles of Incorporation and by-laws for the non-profit organization	
<input type="checkbox"/>	<p>A Complete Charter Petition, Including:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> a certification the submission is complete. <input checked="" type="checkbox"/> a cover letter signed by the governing board president, or designee, authorizing the submission of the charter renewal petition. <input checked="" type="checkbox"/> a submission of a FULLY UPDATED (redline and clean copy) charter petition with inclusion of content required by all newly enacted laws and regulations pertaining to charter schools since the previous authorization. <input checked="" type="checkbox"/> an Executive Summary that outlines the proposed changes to the petition. <ul style="list-style-type: none"> ○ Use a two-column table. Include charter element on the left and a description of revisions on the right. ○ Summarize substantive changes in the program or organization with emphasis on plans for improvement. Substantive changes include those to Assurances, governance structure and any changes to the design or intent of the program as described in the existing petition. Do not document minor editorial revisions in the table. ○ Include references to current Ed Code, as necessary. <input checked="" type="checkbox"/> a reasonably comprehensive description of all 15 elements (16 for countywide) and supplemental materials per E.C. 47605(b) or 47605.6(b), including, but not limited to <ul style="list-style-type: none"> ○ required supplemental Information ○ Assurances per E.C. section 47605 ○ a financial plan, including a proposed charter school budget (start-up costs, multi-year projections and cash flow for at least 3 subsequent years) ○ an Impact Statement: How administrative services will be provided ○ Special Education/SELPA description of services provided, due process policy, contracts ○ dispute resolution language ○ Appendix documents <p>Submit supplemental materials with the charter petition. Appendices and supplemental materials <u>will not</u> be used in place of the reasonably comprehensive description of the required charter petition elements pursuant to Education Code §47605.</p> 	
<input type="checkbox"/>	▶ Form A	<i>Renewal Performance Report</i>
<input type="checkbox"/>	▶ Form B	<i>Release of Information</i>
<input type="checkbox"/>	▶ Form C	<i>Assurances</i>

FORM A: Renewal Performance Report Guidelines

To assist in understanding your school's performance, the County Office requests charter schools seeking renewal to provide a brief written report with a self-evaluation of the school's strengths and areas for growth over the previous term of the charter, and plans for improvement in the upcoming term of the charter, should it be renewed.

There are four main questions reviewers seek to answer when evaluating the performance report.

- Is the academic program a success?
- Is the school organization effectively lead and managed?
- Is the school being operated prudently and meeting all regulatory requirements?
- Is the school faithful to the terms of its charter and MOU?

Guidelines:

- The process for preparation of this report is up to the school, but it may be most helpful in developing the charter renewal petition if board members, teachers, operations staff and parent leaders are engaged in a discussion of the school's performance in the areas reflected in the report. If done well, the self-evaluation submitted for annual oversight in years one through four should provide a strong foundation for development of this culminating report.
- Data tables inserted in the report are required in addition to any data/evidence you need to include to justify renewal. Responses to the prompts should be
 - clear and concise
 - include requested data and identify the source of all data
 - include an active link to the school's CA Dashboard Indicators, SARC and LCAP

RENEWAL PERFORMANCE REPORT QUESTIONS

Section 1: Student Achievement and Educational Program Performance

EDUCATIONAL (PROGRAM) SUMMARY

1. Program Overview
2. Program Updates

WHO IS SERVED: ENROLLMENT AND DEMOGRAPHIC DATA

- a. How effective are the strategies and processes that you have implemented to ensure the school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)? A complete evaluation includes:
 - Efforts to create a diverse student population

- Identified area(s) for growth and what action is being taken
- Relevant data/evidence to support claims

Student Enrollment by Grade

Year	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
[Current Year]														
[Prior Yr]														

[Insert Current Year] Student Demographic Data Compared to District and County

	[School]		[Comparable School or LEA]		[Comparable School or LEA]		[Name] County	
	#	%	#	%	#	%	#	%
English Learner								
Low Income								
Foster Youth								
Homeless								
Disabilities								
White								
Hispanic/Latino								
Two or More Races								
African American								
Nat Hawaii/Pac Isl								

Student Progress

- How well do students achieve? A complete evaluation includes:
 - Subjects and grades with best student performance, and why
 - Subjects and grades with areas for growth in student performance, and why

Filipino

--	--	--	--

--	--	--	--

English Learner

[Prior Yr] School %	[Prior Yr] State %	[Prior Yr] School Level	[Prior Yr] School Level

[CurrYr] School %	[Curr Yr] State %	[Curr Yr] School Level	[Curr Yr] School Level

Progress toward Proficiency

Math (3-8 & 11)

[Prior Yr] School %	[Prior Yr] State%	[Prior Yr] School Color	[Prior Yr] State Color

[Curr Yr] School %	[Curr Yr] State%	[Curr Yr] School Color	[Curr Yr] State Color

All Students

English Learner

Low Income

Foster Youth

Homeless

Disabilities

White

Hispanic/ Latino

Two or More Races

African American

Nat Hawaii/Pac Isl

Am Ind/Nat Alaskan

Asian

Filipino

Section 2: Governance and Organizational Management

School Leadership

- a. How effective is the leadership and management of the school? A complete evaluation includes:
- How the school monitors staff/administrator effectiveness
 - Implementation of administrative processes and procedures (i.e. school safety plan, enrollment intake process, etc.)
 - Leadership strengths and areas for growth
 - Relevant data/evidence to support claims

Governance (Dependent charters, please discuss the advisory process)

- a. How effective is the governing board of the school? A complete evaluation includes:
- Description of board training, new policy development, fiscal oversight etc.
 - Provide an example of an issue or policy that the board is resolving or developing
 - Relevant data/evidence to support claims
- b. How effective is the school at ensuring legal compliance? A complete evaluation includes:
- Strongest features of ensuring legal compliance
 - Identified area(s) for growth and what action is being taken
 - Relevant data/evidence to support claims

Section 3: Fiscal Operations

- a. How effective is the fiscal management of the school? A complete evaluation includes:
- Description of process to equitably distribute funds to support student groups
 - Describe how strong fiscal procedures are being followed
 - If there was a negative ending fund balance in the previous fiscal year, what action is being taken to address the issue
 - Describe any audit findings, adjustments or corrections and the plan to address any outstanding issues
 - One way fiscal operations can be improved, and action being taken
 - Describe any new major funding source and how it was used
 - Relevant data/evidence to support claims

Budget Summary

[Insert Current Year]	[Insert Previous Year]	[Insert Current Year]
Revenue		
Net Position as of Jun 30		
\$ Reserves		

Enrollment Summary

Year	CBEDS Enrollment	P2 Enrollment	Attendance Rate (%)
[Insert Projected Year Here]			
[Insert Current Year Here]			
[Insert Previous Year Here]			

Section 4: Fulfillment of the Charter

- a. How effective has the school been overall in addressing the mission and vision of the charter? A complete evaluation includes:
 - Notable strengths
 - Progress toward meeting LCAP Priorities and Measurable Pupil Outcomes set forth in the charter
 - Describe student enrollment and demographic changes
 - Areas for growth, including any CDE compliance, UCP complaints or Charter School Complaints received
 - Relevant data/evidence to support claims

This Performance Report must be submitted in the charter petition package in order for it to be complete.

FORM B: Authorization to Release Information

Authorization to Release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information to _____ for use in establishing my qualifications and credentials for the administrative position at _____.

This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases the inquiring County Office of Education, and any agent acting on its behalf, from any and all liability of any nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine by background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter/renewal petition and review process.

Signature

Applicant Signature: _____

Title: _____

Date: _____

OFFICE USE ONLY

Charter School Petition Processed by: _____

Phone: _____

Fax: _____

E-mail: _____

FORM C: Assurances List

Charter School Assurances

As part of the charter school petition, we agree to the following:

- (Keep one)** Will / will not be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. CA Ed Code Section 47605 (b)(5)(O)]
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. CA Ed Code Section 47605(d)(1)]
- Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. [Ref. CA Ed Code Section 47605(d)(1)]
- Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations. [Ref. CA Ed Code Section 47605(d)(2)(B)]
- Will be open to all students, on a space available basis, and shall not discriminate on the basis of the fact or perception of a person's race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, academic achievement or any characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. [Ref. CA Ed Code Section 47605(d)(1)]
- Will not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, color, creed, age, sex, religion, national origin, disability, sexual orientation, marital status, or any other protected classification, in accordance with applicable law, and will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. [Ref. CA Ed Code Section 47605.6(l)]
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will be subject to conflict of interest and other laws pertaining to public officials.
- Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Signature of Petitioner/School Name

Date

Suggested Appendix Items

The following is a list of suggested appendices to include with the Charter Renewal Petition. Additional appendices may be included at the charter school's discretion to assist the reviewers' understanding of the school's past performance and future plans. Some documents listed are available to COE staff either on the charter school's website or in its files (as submitted by the charter school). However, to ensure that the charter renewal petition is complete for any appeals that may be necessary, the charter office suggests that a minimum of the listed documents be included in the submission. Appeals are evaluated as submitted to the authorizing agency. A table of included appendices should be included in the renewal petition package, and cover sheets and/or tabs should be used to separate individual items.

- Renewal performance report (template above)
- Local Control and Accountability Plan
- Back-up for performance report data (e.g., parent satisfaction), with emphasis on measures referenced in Measurable Pupil Outcomes, TAAP or LCAP
- Financial plan using standard templates (budget, multi-year projection, assumptions, cash flow worksheet, certification – beginning with first year of proposed new charter term)
- Corporate documents: Articles of Incorporation, Bylaws, Board member rosters, bios etc.
- Organization chart
- Conflict of Interest policy
- Complaint Policy
- Personnel policy and/or employee handbook
- Parent handbook
- Description and forms for evaluation of senior management, school leaders and teachers
- Comprehensive safety plan
- Health, wellness or similar plans and/or policies
- Recruitment or outreach plan for student enrollment
- Facility verification (lease, MOU, FUA)
- Math and ELA sample pacing guide (1 of each for any grade)
- Instructional Framework/Plan for Instruction, multiple if varies by grade
- Academic Calendar
- Bell Schedule (by grade, if it varies)
- List of Instructional Materials
- Professional Development Plan and Calendar
- Assessment Plan and Calendar
- SST process description and/or flowchart, plus sample forms/notices
- English Learner Policy including reclassification policy and sample forms/notices
- Bibliography of research references made in petition

NOTE: It is up to the petitioner to make a case for renewal. Include what is most relevant in support of your Performance Report, petition and Ed Code requirements.

Appendix D: Material Revision

Charter School Request for Material Revision to Charter

School _____ Date submitted: _____

Education Code 47607(a)(2)

Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

This document is a template for your revision request. Please use as many pages as needed in order to ensure that your request is thoroughly described.

Please complete all parts of each of the following sections:

1. Address any new requirements of charter schools enacted into law after the charter was originally granted or last renewed that are relevant to your school. If none are relevant to your school please indicate with 'NA'.
2. Provide the following information:
 - a. a description of proposed material revision that includes:
 - i. sufficient detail and background information as to why the material revision is necessary
 - ii. how it will impact charter and authorizing entity
 - b. estimated fiscal impact of the material revision
 - c. charter school governing board action related to this material revision
3. Requested Revision(s) to Existing Charter Document: Include
 - a. original language of the approved petition
 - b. the page number of the current approved petition for each change that you are requesting
 - i. This can be provided as a redline Word attachment to this template. Use track changes to strike out language to be deleted (~~language to be deleted~~) and underline language to be added (language to be added)
 - ii. Minor editing changes, formatting should not be included

Material Revision requested by:

Print name

Title

Signature: _____ Date: _____

Appendix E: Additional New-Renewal Petition Tools



AUTHORIZERS GUIDE

CHARTER PETITION EVALUATION MATRIX

Forward

This document was created in partnership and support of the Charter Accountability and Resource Support Network (CARNet) Advisory Board: L. Karen Monroe, Alameda County Superintendent of Schools, CARNet; Wes Stewart, Executive Director, Association of California School Administrators (ACSA); Molly Magee-Hewitt, CAO/CEO, California Association of School Business Officials (CASBO); Dana Dean, Solano County Board of Education/Immediate Past-President, California County Board of Education (CCBE); Ted Alejandre, San Bernardino County Superintendent of Schools/President, California County Superintendents Educational Services Association (CCSESA); Vernon Billy, CEO/Executive Director, California School Boards Association (CSBA); and Michelle Giacomini, Deputy Executive Director, Fiscal Crisis and Management Assistance Team (FCMAT).

The goal of this project was to create a unique legally compliant evaluation tool that can be used by school districts and county offices uniformly across the state. It is our hope that as you use this tool you will find it invaluable in your charter authorizing practice.

A huge thanks & appreciation to the following agency representatives who served on the workgroup team:

John	Alvarez	Administrator	Tulare COE
Kristin	Armatiss	Sr. Director of Charter Schools	San Diego COE
Angel	Arrington	Project Manager	San Bernardino COE
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Guadalupe	Gonzalez	CCBE Member	San Diego BOE
Jennifer	Hicks	Asst. Supt. of Curriculum & Instruction	Placer COE
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Carlos	Machado	Legislative Advocate	CSBA
Barbara	Mandelbaum	Director of Instruction & Charter Oversight	Butte COE
Molly	McGee-Hewitt	Chief executive officer	CASBO
Jeffery	Potter	CFE, Intervention Specialist	FCMAT
Joaquin	Rivera	CCBE Member	Alameda County BOE
Teresa	Stinson	General Counsel	Sacramento COE
Karen	Villalobos	Superintendent	Twin Rivers Charter School
Tommy	Welch	Admin Services & Ops.	Solano COE
Dina	Wilson	Dir.III, Division of Accountability, Support and Monitoring	Los Angeles COE
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Stephanie	Medrano-Farland	Project Co-Facilitator	CSCA

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Reviewing Charter School Petitions

Guiding Principles

The Charter School Petition Evaluation Matrix was developed to align with the Education Code (EC), state regulations and other pertinent laws required for reviewing charter school petitions. The purpose of this tool is to help guide the reviewer through the charter school petition review process, helping to identify strengths and weaknesses of the charter school petition. Elements for a Countywide Charter (EC 47605.6) are organized in a different manner; however, the same criteria apply. Therefore you can use this same tool to review a county-wide charter school petition.

State Guidance

The California Code of Regulations, Title 5, section 11967.5 provides the following guidance for reviewing a charter petition: *"The criteria are intended to require no charter provisions in excess of those that the State Board of Education believes necessary to determine whether each element specified in Education Code section 47605(b) has been satisfactorily addressed. Where the criteria call for judgments to be made, the judgments will be made in such a manner as to be reasonable, rational, and fair to the petitioners and other parties potentially affected by the chartering of the school ..."*

The California Code of Regulations, Title 5, section 11967.5.1(g) states that a "reasonably comprehensive" description shall include, but not be limited to, information that:

- (1) *Is substantive and is not, for example, a listing of topics with little elaboration.*
- (2) *For elements that have multiple aspects, addresses essentially all aspects of the elements, not just selected aspects.*
- (3) *Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.*
- (4) *Describes, as applicable among the different elements, how the charter school will:*
 - A) *Improve pupil learning.*
 - B) *Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.*
 - C) *Provide parents, guardians, and pupils with expanded educational opportunities.*
 - D) *Hold itself accountable for measurable, performance-based pupil outcomes.*
 - E) *Provide vigorous competition with other public-school options available to parents, guardians, and student.*

Instructions To Charter School Petition Review Team / Evaluation Rubric

- 1. Identify your team**, if applicable. Determine who will be responsible for reviewing which sections of the charter petition document. Record team members' names on the Petition Review Team page to help track responsibilities.
- 2. Rate the charter school petition** in the various petition Elements and Supplemental sections of the Evaluation Matrix.
 - a. Mark either "met" or "not met" in the "Evaluation Standard Met" Column for each specific criteria. Criteria in **RED** indicates a description that is required under law to be included in the charter petition. Criteria in **BLACK** are descriptions that are strongly suggested to be included to ensure that the charter petition is reasonably comprehensive.
 - b. Use the state guidance and rating definitions below to guide your assessment.
 - c. At the end of each section, elaborate in the comment section in the areas you rated as "not met".
- 3. Analyze the results.** At the end of this process you will be able to determine whether the petition is reasonably comprehensive or if there are any identified Findings of Fact. This tool should be used as part of your final analysis and report to the district governing board.

Evaluation Standard Met:

The charter petition demonstrates solid preparation and grasp of key issues that indicates a reasonably comprehensive description. Overall the charter petition contains many characteristics of concise, specific and accurate information. The standard may be met if the charter petition requires additional, non-substantive elaboration in places.

Evaluation Standard Not Met:

The charter petition addresses some of the criteria, but lacks meaningful detail. The description requires important or key additional information in order to be reasonably comprehensive. It demonstrates lack of preparation, is unclear, uses generic information, or otherwise raises substantial concerns about the petitioner's understanding of the issue in concept. Additional substantive information would be required to determine the charter petitioner's ability to implement or meet the requirement in practice.

The Petition Review Team

Identify your team and who will be responsible for reviewing which sections of the charter school petition document.

Area of Review (§47605(c))	Department Responsible	Name of Reviewer
A. Education Program		
B. Measurable Student Outcomes		
C. Student Progress Measurement		
D. Governance Structure		
E. Employee Qualifications		
F. Health and Safety		
G. Racial & Ethnic Balance		
H. Admissions Policies and Procedures		
I. Annual Financial Audits		
J. Suspension and Expulsion		
K. Staff Retirement System		
L. Attendance Alternatives		
M. Post-Employment Rights of Employees		
N. Dispute Resolution Process		
O. Closure Procedures		

Supplemental Criteria

Areas of Review EC §47605(c), §47605(e), §47605(h), §47641(a), §47646	Department Responsible	Name of Reviewer
Financial/Administrative Plan		
Charter Management Organization (i.e. "entities managing charter schools")		
Facilities		
Impact Statement		
Community Impact		
Special Education		
Required Declarations/Affirmations		
Independent Study, if applicable		
Alternative Charter Schools, if applicable		

(apply district or county name or logo here)

PETITIONER CERTIFICATION

(must be completed and signed by petitioner)

Instructions to Lead Petitioner

1. Complete and review the Cover/Intake and Petitioner Certification forms
2. Insert the petition page numbers in the far right column of the 15 Element & Supplemental Criteria of the Evaluation Matrix. (entitled: "located on Page(s)")
3. Complete, sign and submit this Petitioner Certification page and forms with the charter petition

Education Code §47605(a)(1): A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district if each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met:

(A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation

YES NO

(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation

YES NO

Education Code §47605(b): A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete.

I hereby certify under the laws of the State of California and the United States that the foregoing petition and cover page(s) are deemed complete, true and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter to revocation if later discovered and material to compliance with the Charter Schools Act.

_____ name of lead petitioner

_____ signature of lead petitioner

_____ date

_____ name of district personnel receiving petition

_____ signature of district personnel receiving petition

_____ date received

Petition Appeal Consideration & Acceptance E.C. §47605(k)(1)(A) (COE Office Use Only)

Petitioner submitted the charter school petition appeal to the county board of education within 30 days of denial by the governing board of the school district as required by law

YES NO

The charter school petition appeal includes new information or changes to the original petition that was submitted to the district

YES NO

If yes, the petition will be immediately remanded back to the district

This is a resubmission of the charter school's petition appeal. The school district governing board denied the petition after reconsideration of the petition's new or different material terms to its charter.

YES NO N/A

(apply district or county name or logo here)

CHARTER SCHOOL PETITION EVALUATION MATRIX Intake Information/Cover Sheet

Petitioner Information	Petition Review and Presentation Timelines <i>(District Use Only)</i>		
Name of Proposed Charter School:	<input type="checkbox"/> INITIAL PETITION <input type="checkbox"/> PETITION ON APPEAL <input type="checkbox"/> RENEWAL		
	District that Denied Petition (if on appeal): <div style="border: 1px solid black; height: 20px;"></div>		
Name & Position of Lead Petitioner:	Petition Submitted Date: <div style="border: 1px solid black; height: 20px;"></div>	Public Hearing Date Due: <div style="border: 1px solid black; height: 20px;"></div>	Decision by Board <i>(90 days from submission but may be extended 30 days if mutually agreed)</i>
Phone and Email:		Date Held: <div style="border: 1px solid black; height: 20px;"></div>	Date Due: <div style="border: 1px solid black; height: 20px;"></div>
Address:			Date of Board Decision: <div style="border: 1px solid black; height: 20px;"></div>
Proposed Grade Span for 1st Year	Was an extension requested? <input type="checkbox"/> YES <input type="checkbox"/> NO		

Facility Information	
Facilities Have Been Secured <i>(select yes or no)</i>	<input type="checkbox"/> YES (List proposed address below) <input type="checkbox"/> NO (List facilities being considered below)
Proposed Facility Address	<div style="border: 1px solid black; padding: 2px;"> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> Street City State Zip Code </div> <div style="border-bottom: 1px solid black; height: 20px;"></div> </div>
Facilities Being Considered (include any Prop 39 Facility Requests being proposed)	<div style="border: 1px solid black; padding: 2px;"> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> Street City State Zip Code </div> <div style="border-bottom: 1px solid black; height: 20px;"></div> </div> <div style="border: 1px solid black; padding: 2px; margin-top: 2px;"> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> Street City State Zip Code </div> <div style="border-bottom: 1px solid black; height: 20px;"></div> </div>

Related Business Organizations and Other Corporate Affiliations	
List all corporations or business entities related to the corporation proposed to operate the charter school and/or lead petitioner(s). Explain whether, and to what extent, those other entities will participate in operating the charter school (use additional pages if necessary)	
Related or Affiliated Entity Name and Contact Information	Services to be Provided, if any

Affiliated Schools and Prior Charter School Experience	
Any past or current operational charter schools affiliated with proposed charter school?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Name of affiliated school(s)	
Mailing Address	<div style="border: 1px solid black; padding: 2px;"> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> Street City State Zip Code </div> <div style="border-bottom: 1px solid black; height: 20px;"></div> </div>
Name of Authorizing Agency & Contact Name	
Authorizing Agency Contact Phone and email	

Special Education - SELPA Information		
Has Charter School applied for or been approved as LEA member of SELPA?	<input type="checkbox"/> YES <input type="checkbox"/> NO	If YES, Provide LEA #, Name of SELPA & Contact
If NO, explain intent for special education compliance as a charter school in the charter petition. <i>(See Supplemental Criteria section of the Evaluation Matrix)</i>		

CHARTER SCHOOL PETITION EVALUATION MATRIX

Charter Petition Name: _____

The 15 Charter Elements

Criteria in RED indicates a description that is required under law to be included in the charter petition.

Criteria in BLACK are descriptions strongly suggested to be included to ensure that the charter petition is reasonably comprehensive

A. Description of Vision, Mission and Educational Program

Evaluation Criteria: E.C. §47605(c)(5)(A) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. Targeted Student Populations and Community Need			
a. students the charter school will attempt to educate and a demonstration of need for proposed educational program			
b. grade levels and number of students the charter school plans to serve			
c. a clear, concise school mission and vision statement that align with the target population			
d. the needs and challenges of the student groups to be served			
2. Attendance			
a. school year/academic calendar, number of school days and instructional minutes			
b. attendance expectations and requirements, including enrollment projections			
c. master/daily schedule and proposed bell schedule			
3. What It Means to Be an Educated Person in the 21st Century			
a. goals that are consistent with enabling all pupils to become or remain self-motivated, competent, lifelong learners			
b. list of academic skills and qualities important for an educated person			
c. list of general non-academic skills and qualities important for an educated person			
4. How Learning Best Occurs/Instructional Design, including subgroup program (CCR §11967.5.1. (f)(C))			
a. a framework for instructional design that is aligned with the needs of the students that the charter has identified as its target student population			
b. description of learning setting (e.g. site-based matriculation, independent study, tech-based)			
c. instructional approaches and strategies school will utilize that will enable the school's students, including subgroup populations such as English language learners (ELL), to master the content standards for the core curriculum areas adopted by the SBE			
d. process for developing or adopting curriculum and teaching methods			
e. how the charter school will identify and meet the needs of students with disabilities, ELLs, students achieving substantially above or below grade level expectations, and other special student populations - the description demonstrates understanding of the likely ELL population - includes sound approach to identify and meet the needs of subgroup populations			
f. special education plan including, but not limited to, the means by which the charter school will comply with the provisions of EC section 47641			
g. a plan for professional development that aligns with the charter school's proposed program			
5. Materials, Including Technology			
a. how staff's and students' technology resources are aligned to the instructional program and meet state assessment requirements			
b. what materials are available to students: student-to-computer ratio appears reasonable			
c. a description or plan for providing adaptive technology for SPED students			
d. Common Core technology standards, digital assessments, and professional learning			

CHARTER SCHOOL PETITION EVALUATION MATRIX

6. Annual Goals			
a. annual goals for all pupils and for each subgroup of pupils identified pursuant to section 52052 that apply to the grade levels served			
<u>b. goals tied to state priorities listed in EC section 52060(d) and LCAP, as appropriate</u> <u>- Additional priorities related to unique aspects of the proposed charter school program include goals and specific annual actions</u>			
c. specific annual actions designed to achieve the stated goals			
7. Description Requirements for Charter Schools Serving High School Students			
a. how parents will be informed about the transferability of courses to other public high schools			
b. how parents will be informed about the eligibility of courses to meet college entrance requirements			
c. how each student will receive information on how to complete and submit a FAFSA or California Dream Act Application at least once before the student enters grade 12			
d. how the exit outcomes will align to mission, curriculum and assessments			
e. affirmation that all students will have the opportunity to take courses that meet the 'A-G' requirements			
f. planned graduation requirements and WASC accreditation are defined			
Comments by review team:			
B. Measurable Student Outcomes			
<u>Evaluation Criteria: E.C. §47605(c)(5)(B)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
<u>1. Measurable pupil outcomes for all groups, i.e. specific assessment methods or tools listed for each exit outcome</u>			
<u>2. A description of how pupil outcomes align with the state priorities consistent with LCAP, as described in EC 52060(d), that apply for the grade levels served or the nature of the program</u>			
3. Specific annual actions designed to achieve the stated goals			
4. Additional school priorities related to unique aspects of the proposed charter school program, with goals and specific annual actions			
5. Description of how pupil outcomes will address state content and performance standards in core academic areas			
6. Description of how exit outcomes align to the mission and instructional design of the program			
7. Description or affirmation that "benchmark" skills and specific classroom-level skills will be developed			
8. <u>School-wide student performance goals students will achieve over a given period of time, including projected attendance levels, dropout percentage, and graduation rate goals</u>			
Comments by review team:			

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 Criteria in BLACK is strongly suggested to be included to ensure that the petition is reasonably comprehensive

CHARTER SCHOOL PETITION EVALUATION MATRIX

C. Student Progress Measurement			
<u>Evaluation Criteria: E.C. §47605(c)(5)(C.)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. Assessment tools that include all required state and federal assessment (SBAC, ELPAC, etc.) for purposes of accountability			
2. At least one assessment method or tool listed for each of the exit assessments			
3. A variety of alternative assessment tools, including tools that employ objective means of assessment consistent with the measurable pupil outcomes			
4. Chosen assessments are appropriate for standards and skills the charter school seeks to measure			
5. A plan for collecting, analyzing/utilizing and reporting student/school performance to charter school staff and to students' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program			
Comments by review team:			

D. Governance Structure			
<u>Evaluation Criteria: E.C. §47605(c)(5)(D)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. Evidence of the charter school's incorporation as a nonprofit benefit corporation			
a. provides the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.			
b. includes a set of bylaws and basic policies			
2. Evidence that the organizational technical designs of the governance structure reflect:			
- a seriousness of purpose to ensure that the charter will become and remain a viable enterprise			
- understanding and assurance of compliance with open meeting requirements			
3. Key features of governing structure including, but not limited to:			
a. delineation of roles and responsibilities of the governing board and staff			
b. a clear description of the flexibility and level of autonomy the charter school has from the charter management organization over budget, expenditures, personnel, and daily operations			
c. size/composition of board, board committees and/or advisory councils			
d. method for selecting initial board members and election/appointment for board member replacement			
4. A process for involvement or input of parents/guardians in the governance of the charter school including:			
a. a clear delineation of roles and responsibilities of parent councils, advisory committee or other supporting groups			
b. a description how it shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to or continuation at, the charter school			
5. Specific policies and internal controls that will prevent fraud, embezzlement, and conflict of interest and ensures the implementation and monitoring of those policies			
6. A description and frequency of board trainings/workshops			
7. Other important legal or operational relationships between the charter school and granting agency			

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CHARTER SCHOOL PETITION EVALUATION MATRIX

Comments by review team:

E. Employee Qualifications

Evaluation Criteria: E.C. §47605(c)(5)(E) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. Core and college preparatory teachers, and affirms all teachers will hold appropriate Commission on Teacher Credentialing certificates (new in July 1, 2020)			
2. Those positions that the charter school regards as key, and specifies the additional qualifications expected of individuals assigned to those positions, their responsibilities and accountability			
3. General qualifications for the various categories of employees (e.g., other administrative, instructional support, non-instructional support). These qualifications shall be sufficient to ensure the health and safety of the charter school's faculty, staff, and students.			
4. A clear plan for recruitment, selection, development and evaluation of staff and charter school leader			
5. Roles and lines of authority for board and management positions			
6. Qualifications for non-core, non-college prep teaching positions staffed by non-certified teachers			
7. Proposed teacher to student ratio			

Comments by review team:

F. Health and Safety Procedures

Evaluation Criteria: §47605(c)(5)(F) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. A comprehensive charter school safety plan and assurance that all charter school staff will be trained on this plan and that the plan will be updated annually			
2. Assurances that the charter school will require a criminal background clearance report, and proof of tuberculosis examination prior to employment			
3. Assurances that the charter school will adopt procedures to prevent acts of bullying and cyberbullying, and make the CDE online training module available to all employees who interact with students			
4. Affirmation that charter schools with grades 7-12 will adopt a suicide prevention policy			
5. Health and safety practices for students and staff			
a. references include health and safety related policies/procedures or the date by which they will be adopted and submitted to the authorizer			
7. Assurances on the compliance with ADA (Americans with Disabilities Act)			

Comments by review team:

CHARTER SCHOOL PETITION EVALUATION MATRIX

G. Racial and Ethnic Balance			
<u>Evaluation Criteria: E.C. §47605(c)(5)(G)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. Specific practices/policies the charter school will design and implement to attract a diverse applicant pool/enrollment that is reflective of the general population, including special populations residing within the territorial jurisdiction of the district			
2. Practices and policies appear likely to achieve racial and ethnic balance			
3. The outreach strategies, identifying specifically who the targeted groups will be, including developed or planned benchmarks for achieving balance			
4. Types of supports that will be provided to maintain enrollment balance (counselors, support staff, medical-related staff, etc.)			
Comments by review team:			
H. Admissions Requirements, If Applicable			
<u>Evaluation Criteria: §47605(c)(5)(H)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. The following assurances: The charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state			
2. A clear description of admission policies that meet the state and federal permissive preferences			
3. A clear description of how students in the community will be informed and given an equal opportunity to attend the charter school. All promotional material must clearly state the charter school will serve ALL students.			
4. Proposed admissions and enrollment requirements, process and timeline, and includes:			
a. information to be collected through the interest form, application form, and/or enrollment form			
b. assures enrollment preferences will not require mandatory parent volunteer hours as a criteria for admission			
5. Description of the public random drawing processes that coincide with state and federal laws			
6. Assurances that preferences, if given, are not likely to negatively impact the racial, ethnic and unduplicated balance the charter school strives to reflect			
Comments by review team:			

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CHARTER SCHOOL PETITION EVALUATION MATRIX

I. Annual Independent Financial Audits			
<u>Evaluation Criteria: §47605(c)(5)(I)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. The manner in which the audit will be conducted			
2. Procedures to select and retain an independent auditor including: - qualifications that will be used for the selection of an independent auditor - assurance that the auditor will have experience in education finance			
3. Assurance that the annual audit will employ generally accepted accounting principles			
4. Scope and timing of audit, as well as distribution of completed audit to authorizer, county office, State Controller, California Department of Education, and/or other agencies required under law			
5. A process and timeline that the charter school will follow to address any audit findings and/or resolve audit exceptions			
6. Assurance that the charter school will satisfy any audit deficiencies to the satisfaction of the authorizer			
7. Who is responsible for contracting with and overseeing the independent audit			
Comments by review team:			
J. Suspension and Expulsion Procedures			
<u>Evaluation Criteria: E.C. §47605(c)(5)(J)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. A process for suspensions of fewer than 10 days, including			
a. oral or written notice of the charges against the pupil			
b. if the pupil denies the charges, an explanation of the evidence that supports the charges			
c. how an opportunity will be provided for the pupil to present his/her rebuttal to the charges			
2. A process for suspensions of 10 days or more and all other expulsions for disciplinary reasons, including			
a. timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights			
b. a process of hearing adjudicated by a neutral officer within a reasonable number of days, and at which the pupil has the right to bring legal counsel or an advocate			
3. A clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice and that ensures the written notice shall be in the native language of the pupil or the pupil's parent or guardian			
4. Understanding of relevant laws protecting constitutional rights of students			
a. provides for due process for all students and demonstrates understanding of the rights of students with disabilities in regard to suspension, expulsion and involuntary dismissal			
b. explanation of how authorizer may be involved in disciplinary matters			
Comments by review team:			

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CHARTER SCHOOL PETITION EVALUATION MATRIX

K. California State Teacher Retirement System			
Evaluation Criteria: E.C. §47605(c)(5)(K) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. A statement of what retirement options will be offered to employees			
a. STRS (if STRS, then all teachers must participate)			
b. PERS			
c. Social Security			
2. Whether retirement will be offered with language clearly reflecting one of the following choices for each retirement system - coverage will be offered to eligible employees - the charter school retains the option to elect the coverage at a future date - the charter school will not offer coverage			
3. Who is responsible for ensuring that the appropriate arrangements for coverage have been made			
Comments by review team:			
L. Public School Attendance Alternatives			
Evaluation Criteria: E.C. §47605(c)(5)(L) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. Attendance alternatives for students residing within the county who choose not to attend the charter school			
Comments by review team:			
M. Post-employment Rights of Employees			
Evaluation Criteria: E.C. §47605(c)(5)(M) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. School district employee's return employment rights, including			
a. whether, and how staff may resume employment within the district or authorizer			
b. the ability to transfer sick/vacation leave to and from charter and another LEA			
c. whether staff will continue to earn service credit (tenure) in district while employed at charter			
2. Whether collective bargaining contracts of charter authorizer will be a controlling document			
Comments by review team:			

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CHARTER SCHOOL PETITION EVALUATION MATRIX

N. Dispute Resolution Procedures			
<u>Evaluation Criteria: E.C. §47605(c)(5)(N)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. A process for the charter and the authorizer to settle disputes relating to the provisions of the charter			
2. The process by which charter will resolve internal complaints and disputes			
a. includes Uniform Complaint procedures and description of how this process is communicated to parents, staff, and the community			
3. Acknowledgement that except those disputes between the chartering authority and the charter school, all disputes involving the charter school shall be resolved by the charter school according to the charter school's own internal policies			
4. Statement that if any such dispute concerns facts or circumstances that may be cause for revocation of the charter, the authorizer shall not be obligated by the terms of the dispute resolution process as a precondition to revocation			
Comments by review team:			
O. Closure Procedures			
<u>Evaluation Criteria: E.C. §47605(c)(5)(O)</u> THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. The procedures to be used if the charter school closes, including:			
a. who is the responsible entity/person that will conduct closure-related activities			
b. process for submission of final financial reports, expenditure reports for entitlement grants, and the filing of any required final expenditure and performance reports			
2. The maintenance plan for pupil records and the manner in which parents/guardians may obtain copies of pupil records if the charter school closes, including how information will be preserved and transferred.			
3. A process of how charter will ensure a final audit of the charter school			
a. an assurance it will be conducted within six months of closure			
b. the disposition of the charter school's assets			
c. plans for disposing net assets			
4. The transfer and maintenance of personnel records in accordance with applicable law			
Comments by review team:			

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CHARTER SCHOOL PETITION EVALUATION MATRIX

Charter Petition Name: _____

Required Supplemental Criteria

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Financial/Administrative Plan			
Evaluation Criteria: E.C. §47605(h) <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on
	Yes	No	Page(s)
1. A First Year Operational Budget			
a. annual revenues and expenditures clearly identified by source			
b. revenue assumptions in alignment with applicable state and federal funding formulas			
c. expenditure assumptions that reflect the school design plan			
d. expenditure assumptions that reflect market costs			
e. revenues from grants or other proposed fundraising that are not critical to fiscal solvency			
f. minimum reserve level and projected positive ending fund balance (the larger of 3% of expenditures, or \$25,000)			
g. if expenditures exceed revenues in first year of operations, identifies sources of capital sufficient to cover deficits until the budget is projected to balance			
h. expenditures for property and liability insurance that name the district/authorizer as additional insured (and/or a hold harmless agreement)			
i. expenditures for reasonably expected legal services			
j. expenditures for special education excess costs consistent with current experiences in the school district/county office			
k. expenditures for facilities – if specific facilities not secured, reasonable projected cost			
l. expenditures for required student meals that meet federal nutritional requirements			
m. the alignment of LCAP expenditures with the charter’s budget			
2. Financial Projections Include a Clear Description of Planning Assumptions			
a. revenues and expenditures correlate with the number/types of students by grade level in budget			
b. expenditure assumptions correlate with the amount of staff in budget			
c. expenditure assumptions correlate with the facility needs in budget			
d. expenditure assumptions in alignment with overall school design plan			
e. revenues based on state and federal funding guidelines			
f. revenues based on reasonable potential growth in local, state and federal categories			
g. revenues based on reasonable student growth projections			
h. revenue from sources such as grants, loans, donations and other non-guaranteed funds not necessary for the charter to maintain fiscal solvency			
i. timeline for any referenced grant applications to be submitted and funded			
j. positive reserves are maintained in all three years			
k. fund balances are positive, or sources of supplemental working capital are identified			

CHARTER SCHOOL PETITION EVALUATION MATRIX

Financial/Administrative Plan			
Evaluation Criteria: E.C. §47605(h) <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
3. Start-Up Costs			
a. reasonable allocation for all major start-up costs including: - staffing - facilities - equipment and supplies - professional services (i.e. food services, etc.) - technology materials - assessment systems/materials - legal costs			
b. in alignment with overall school design plan			
c. potential funding sources			
d. timeline allows for grant applications and fundraising efforts to be completed in time, if included in start-up costs			
4. Cash Flow Projections for First 3 Years			
a. monthly projection of revenue receipts in line with local/state/federal funding disbursements			
b. expenditures projected by month and corresponds with typical/reasonable schedules			
c. balance sheet accounts projected by month			
d. show positive cash balance each month and/or identify sources of working capital			
5. Structure for Administrative Services and Operations			
a. outline or process for how personnel transactions will be conducted, (i.e. hiring, payroll, leaves and retirement)			
b. accounting and payroll processes that reflect an understanding of school business practices and expertise to carry out the necessary functions			
c. plan and timeline to develop and assemble school business practices and expertise			
d. explanation of how school intends to manage risk, including any policies and procedures			
d. if operated by a non-profit organization, affirms will provide additional 501(c)(3) fiscal reports			
Comments by review team:			

CHARTER SCHOOL PETITION EVALUATION MATRIX

Charter Management Organization, i.e. Entities Managing Charter Schools			
Evaluation Criteria: E.C. §47605(h) <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
<b style="color: red;">1. Name and relationship of CMO to charter school, including - roles - responsibilities - payment structure - conditions for renewal/termination - investment disclosure			
2. CMO's role in the financial management of the charter and the associated internal controls			
3. Other schools and/or companies managed by the CMO			
4. CMO's history, philosophy, and past results operating other schools and/or companies			
5. CMO's Form 990s for up to prior three years			
6. Back office provider and description of support utilized by the charter			
7. Affirmation that the CMO/back office provider will provide timely submissions of calendar of due date items			
8. Affirmation that the CMO/back office provider will provide timely submissions of request for information items			
Comments by review team:			

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CHARTER SCHOOL PETITION EVALUATION MATRIX

Facilities			
Evaluation Criteria: E.C. §47605(h) <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on
	Yes	No	Page(s)
1. Location of Facility			
a. the types and the location of the charter school facility that the petitioner proposes to operate, including <ul style="list-style-type: none"> - size and resources - safety - educational suitability 			
b. the address of the facility or a schedule for securing the facility, including the person responsible for securing the location			
c. assessment and analysis of anticipated facilities needs and viability of potential sites			
2. Current and Projected Availability			
a. current and projected availability of each charter school site, and schedule for securing the facility			
b. assurances of all legal compliance with health and safety, ADA, and applicable building codes			
c. adequate budget for anticipated costs, including renovation, rent, maintenance and utilities			
d. statement whether a request will be made for use of authorizer-owned facilities			
e. lease or occupation agreement for privately obtained facilities, and/or provides a copy of the lease agreement			
Comments by review team:			

CHARTER SCHOOL PETITION EVALUATION MATRIX

Impact Statement			
Evaluation Criteria: E.C. §47605(h) <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. Number of students anticipated to enroll			
2. Identification of whether charter will request to purchase support services from authorizer			
3. Affirmation there will be a Memorandum of Understanding between the authorizer and charter school			
4. Processes and policies between charter and authorizer			
a. includes process, activities and associated fees for oversight of charter			
b. includes processes, timelines, and evaluation criteria for annual review and site visits			
c. includes regular, ongoing fiscal and programmatic performance monitoring and reporting			
d. includes process, timelines and evaluation criteria for charter renewal			
e. outlines other important legal or operational relationships between authorizer and charter school			
5. Criteria and procedure for the selection of a contractor, if applicable, including - process for determining necessary expertise - selection of the contractor or contractors, if applicable			
6. Potential civil liability effects, if any, upon the school and the authorizer			
Community Impact			
Evaluation Criteria: E.C. §47605(c)(7) <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. How the charter school will not substantially undermine existing school district services, academic offerings, or programmatic offerings			
2. Whether the charter school petition duplicates a program currently offered by the district, and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate			
Comments by review team:			

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CHARTER SCHOOL PETITION EVALUATION MATRIX

Special Education			
<u>Evaluation Criteria: E.C. §47641(a) and E.C. §47646</u> <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. The school's special education structure (3 options) a. charter school will be an independent LEA for special education purposes, or b. charter school will be a school within the district, or c. the charter school will be a SELPA			
2. How special education services will be provided consistent with SELPA Plan and/or policies and procedures. a. includes a fiscal allocation plan in alignment with the SELPA the charter plans to join			
3. Affirmation that the charter school will assume full responsibility for appropriate accommodations to address the needs of any student			
4. Acknowledgment that the charter is responsible for providing special education, instruction and related services to the students enrolled in the school regardless of students' district of residence			
5. The process for notifying district of residence and authorizing LEA when a special education student enrolls, becomes eligible, ineligible and/or leaves the charter			
6. The transition to and from a district when a student with an IEP enrolls in or transfers out of the charter			
7. Evidence that the school has consulted with a SELPA, such as a letter from SELPA confirming receipt of application			
8. Includes the following assurances			
a. the charter will comply with all provisions of IDEA			
b. no student will be denied admission based on disability or lack of available services			
c. a Student Study Team process will be implemented			
d. any student potentially in need of Section 504 services will receive such services			
If the charter will not be an independent LEA			
1. Clarifies in charter petition or a Memorandum of Understanding the responsibilities of each party for service delivery, including Referral, Assessment, Instruction, Due Process, Agreements describing allocation of actual excess costs			
2. An assertion that the charter will be fiscally responsible for its fair share of any encroachment on general funds			
If the charter school is an independent LEA within a SELPA			
1. Notifies SELPA Director of intent to participate prior to February 1 of the preceding school year			
2. Includes current operating budget in accordance with E.C. §42130 and E.C. §42131			
3. Understands that the charter school is fiscally responsible for fair share of any encroachment on general funds			
4. Asserts responsibility for any legal fees relating to the application and assurances process			
5. Demonstrates it is located within SELPA's geographical boundaries			
6. Asserts all instruction will be in a safe environment			
7. Affirms the terms of the Agreement will be met regarding the organization, implementation, administration and operation of the SELPA			

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CHARTER SCHOOL PETITION EVALUATION MATRIX

Comments by review team:

Required Declaration

<u>Evaluation Criteria: E.C. §47605(c)(6)</u> <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. Declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.			

Required Affirmations

<u>Evaluation Criteria: E.C. §47605(e)</u> <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. Affirmation that the school will be nonsectarian in its <ul style="list-style-type: none"> - programs - admission policies - employment practices - and all other operations 			
2. Affirmation that the school shall not charge tuition			
3. Affirmation that the school shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code			
4. Affirmation that the admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school			
<u>5. Affirmation that the charter school shall admit all pupils who wish to attend the charter school.</u>			
6. Affirmation that the school will comply with federal, state and local laws as required for charter schools			

Comments by review team:

CHARTER SCHOOL PETITION EVALUATION MATRIX

Alternative Education Charter School Criteria

For Alternative Education Charter Schools, If Applicable			
Evaluation Criteria: E.C. §58500 - 58512 <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on
	Yes	No	Page(s)
1. Acknowledgement that the charter school will maintain an unduplicated count of at least 70% of the school's total enrollment composed of the required high-risk student groups			
2. Assurance that the school will maintain documentation that 70% of students will be reflected on Part 1 of their DASS Participation Form			
4. Clearly articulated mission and purpose to recruit and educate high-risk students			
5. Performance plan that include specific measures and goals for success, including one or two attainable norm references and/or verifiable alternative measures that support the school's mission and vision			
6. Required assurances			
a. the school will maintain documentation that 70% of students will be reflected on Part 1 of their DASS Participation Form, as defined in item 1, above			
b. when applying for other alternative school status, ONLY the school's current enrollment will be used (in accordance with the DASS Eligibility Criteria and examples) to determine a school's percentage of high-risk student for DASS eligibility.			
Comments by review team:			

RED: REQUIRED to be included in charter petition

All other sections are strongly suggested to ensure that charter elements are reasonably comprehensive

CHARTER SCHOOL PETITION EVALUATION MATRIX

Independent Study Supplemental Criteria

Independent Study/Non-Classroom based Instruction - For Renewals Only			
(There is a 2-year moratorium on the approval of new petitions effective January 1, 2020 to January 1, 2022)			
<u>Evaluation Criteria: E.C. §51745</u> <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. an assurance that the K-12 public school guidelines for independent study will be evident in the annual audit per Education Code 47612.5(b)			
2. an assurance that the charter will meet the requirement related to the ratio of ADA to FTE certificated employees as prescribed under Education Code 51745.6(a)			
3. an acknowledgement that independent study will be supervised by an appropriately credentialed teacher per EC 51747.5(a)			
4. an acknowledgement that the charter may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certified teacher per EC 51747.5(b)			
5. the maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work			
6. the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study, or whether he/she should return to a regular school program			
7. an assurance that each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil			
8. a description of how the required Written Agreement for each pupil will be processed and maintained, including at a minimum the following:			
a. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his/her progress			
b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work			
c. The specific resources, including materials and personnel that will be made available to the pupil			
d. A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study			
e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar			
f. A statement of the number of course credits, or, for elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion			
g. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate			

RED: REQUIRED to be included in charter petition

All other sections are strongly suggested to ensure that charter elements are reasonably comprehensive

Charter School Petition Review Findings of Fact - July 1, 2020

Education Code 47605(c)

In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- (3) The petition does not contain the number of signatures required by subdivision (a).
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (e).
- (5) The petition does not contain reasonably comprehensive descriptions of all of the following: [A-O requirements]
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.
- (7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:
 - (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
 - (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.
- (8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.

GLOSSARY

NAME	DEFINITION
ADA	average daily attendance OR americans with disabilities act
affiliated school(s)	current or past charter schools that are connected, in any way, to a proposed charter school petition
affirmation	confirmation or declared statement that something is true
authorizer	governing board of a school district or county office of education that approves a charter petition
authorizing agency	district our county office of education that provides the day to day oversight and monitoring of an approved charter school
charter	approved charter school petition
charter governing board	governing body responsible for making leadership decisions regarding the charter school's educational, management, and financial operations
charter management organization	organization that operates multiple charter schools in one or more school district
charter school petition	document that is submitted to a district or county office for the operation of a public charter school
corporate affiliations	person that is connected with other charter schools or organizations that provide services to charter schools
E.C.	education code
ELL	english language learner
evaluation criteria	benchmark against which conformance, performance, and suitability of a plan, as well as of risk-reward ratio, is measured
evaluation matrix	tool/method used to objectively evaluate a number of options against a number of criteria
evaluation rubric aka rating definitions	scoring guide used to define the expectation of a quality response to the petition evaluation criteria
evaluation standard	how the quality of an evaluation will be judged
findings of fact	specific facts that support one or more underlying reasons for the denial of a charter school petition under consideration

GLOSSARY

NAME	DEFINITION
initial petition	submission of a new charter school petition to a district or county office for consideration of opening a charter school
LEA	local educational agency
lead petitioner	person who is the main contact for the submission of a charter petition to a school district or county
MOU	memorandum of understanding is a document that describes the broad outlines of an agreement. MOUs communicate the mutually accepted expectations of all of the parties involved.
petition appeal	submission of a charter school petition to a county office or state board of education that was initially submitted and denied by a district
petition review team	district or county office staff or consultant, with expertise in various areas of K-12 education, assigned to review a charter school petition
petitioner	person or persons submitting an application, or "petition" to open a public charter school
renewal petition	submission of documents as required by law to renew an existing charter school
SBE	state board of education
SELPA	special education local plan area
SPED	special education

Charter School Pre-Opening Requirements

Provision of all documents listed to the satisfaction of the County Board of Education (BCBE), is a condition of opening the Charter School. In the event that the Board determines that the Non-Profit has failed to comply with these conditions, the Board may, at its sole discretion, delay the opening of the Charter School by up to one year and specify additional or altered conditions for such delayed opening.

Item	Description	Due Date (all dates prior to school opening)
SCHOOL BASICS		
School contact information	School contact information: school leader name, school phone, school fax, school leader emergency phone, leader email, school address	July 1 st
CDE code	Confirmation of receipt of CDS code	July 1 st
School leadership	Roster of school leadership (Excel format) with phone and email, including: <ul style="list-style-type: none"> • school leader • assistant leader (vice principal, assistant principal, etc.) • on-site coordinators and/or coaches • designated special education coordinator • designated English learner coordinator • designated Section 504 coordinator • designated homeless coordinator • office/operations manager • primary finance/accounting contact • primary human resources contact 	August 1 st
Organizational chart	Structure of organization from governing board to classroom teacher, including Charter Management Organization, if applicable.	August 1 st
GOVERNANCE		
Final charter	Final copy of charter with any requested changes	One week prior to approval of MOU
Articles of Incorporation	As submitted to the state	July 1 st
Bylaws	Latest version approved by the governing board	July 1 st
501(c)(3) tax-exempt status	Letter from IRS confirming approval of tax exempt status	July 1 st
Board roster	Names and email addresses of all board members, with end date for current term of service, officers and committee assignments identified.	September 1 st
Board clearance	Certification of clearance of governing board members (criminal background check DOJ and FBI; child abuse registry check)	September 1 st
Board training	Verification of annual Brown Act and Fair Political Practices Act training for board and leadership	September 1 st
Board meeting schedule	Dates, times and locations for all regular meetings of the board for the fiscal year; include all standing committees; identify annual organizational meeting at which board members and officers are elected	September 1 st
Meeting agendas	All board and standing committee meeting agenda for the	September 1 st

Item	Description	Due Date (all dates prior to school opening)
	period from approval of the charter by the Butte County Board of Education to the due date	
Meeting minutes	Minutes of all board and standing committee meetings for the period from approval of the charter by the Butte County Board of Education to the due date	September 1 st
ADOPTED POLICIES	<i>All policies to be clearly marked with date of most recent board adoption.</i>	
Conflict of Interest Policy	Conflict policy compliant with Charter and Fair Political Practices Act	August 1 st
Public Records Act Policy	Procedures implementation of California Public Records Act	August 1 st
Special Education Policy	Including procedures compliant with IDEA and requirements of SELPA; consistent with Charter	July 1 st
Student Records Policy	FERPA-compliant student records policy, including information on directories and parental access to records	July 1 st
Admission/Enrollment Policy	Procedures for admission and enrollment of students in the school, including assurances of non-discrimination	July 1 st
Student Discipline Policy	Policies and procedures for student discipline, including behavior expectations, suspension/expulsion standards, and due process; including procedures for students with disabilities	July 1 st
Rehabilitation Act §504 Policy	Procedures to ensure compliance with legal requirements; consistent with Charter	July 1 st
English Learner Policy	Procedures to ensure compliance with legal requirements, including identification, placement and reclassification; consistent with Charter	July 1 st
Complaint and/or Internal Dispute Resolution Policy	Including procedures and forms; must include Uniform Complaint Procedure; may include other forms and systems established by school	July 1 st
Fiscal Management/Control Policy	Internal fiscal control policies and procedures meeting GAAP, including procedures for receipt and disbursement of funds, reconciliation of accounts, contracting, budget preparation, and protection of assets	July 1 st
Health and Safety Policy/ies	Covering student health and wellness practices (including immunizations, medications, screenings, student wellness, and food service) and safety procedures for each campus, including campus supervision, field trip supervision and screening of volunteers	August 1 st
Student Grading/Promotion	Policies and procedures regarding student grading, placement of students by grade, promotion from one grade to the next, and retention in current grade; including samples of parent notifications	August 1 st
Student Free Speech Policy	Standards and procedures regarding student free expression, consistent with applicable state and federal law	August 1 st
ADMINISTRATION		
Proof of Insurance	Certificate of insurance in the amounts required by the MOU; County Board of Education as additional insured	August 1 st
Risk Management Plan	Policies and practices to prevent and address reasonably foreseeable risks and incidents occurrences, plus certification that such policies and practices have been instituted	August 1 st
Student information system	Contract or other verification of student information/attendance tracking system	July 1 st
Student nutrition	Contract or other verification of plan for providing free or	August 1 st

Item	Description	Due Date (all dates prior to school opening)
	reduced price nutritionally adequate meals	
Health Department	Health department approval for service of food at school facility	August 1 st
PERSONNEL		
Employee Handbook	Personnel policy/ies and/or documentation provided to all employees regarding terms of employment; including mandated child abuse reporting, non-discrimination, sexual harassment, and complaint procedures	July 1 st
Teacher credentials and highly qualified teacher requirements	Spreadsheet containing specified information on all instructional personnel	August 1 st
Criminal and TB screening	Certification that all employees have been subject to criminal background check (FBI and DOJ) and tuberculosis screening	August 1 st
Safety training	Certification that all employees have been trained in health, safety and emergency procedures	First day of school
Payroll	Contract or other verification of payroll service provider; or identification of individual responsible for payroll processing	July 1 st
STRS/PERS Reporting	Contract/s for STRS and/or PERS reporting	July 1 st
Job descriptions	Job descriptions for all school leadership positions (listed above) and teachers (including resource teachers, prep teachers, instructional coaches, etc.)	July 1 st
Evaluation	Performance evaluation procedures for all leadership positions (listed above) and teachers (including resource teachers, prep teachers, instructional coaches, etc.)	July 1 st
STUDENT ENROLLMENT		
Recruitment materials	Promotional materials and description of outreach/recruitment activities to be undertaken (with dates and locations); including notice of enrollment period (accepting applications, close of applications, lottery, etc.)	January 1 st
Admission, Enrollment and Exit Procedures	Description of process for admission and enrollment of students, consistent with Charter, and including dates for receiving applications and conducting lottery; also addressing process for exit (voluntary withdrawal) and notification of district of residence	January 1 st
Application Form	Current printed, downloadable or on-line form to apply for admission to the school	January 1 st
Required documents/enrollment package	List of information and documents required to complete enrollment of admitted students	January 1 st
Verification of sufficient enrollment	Verification that school has completed enrollment process for a number of students in each grade equal to at least 80% of the enrollment projected in its budget for the first year of operation; verification to consist of spreadsheet with student name, DOB, grade enrolled, parent/guardian name/s, home address, phone	July 1 st
Student roster	List (specified Excel format) of students admitted, enrolled and on wait list, including student name, CSIS number, DOB, grade enrolled, parent/guardian name/s, home address, phone, district of residence, prior school attended, enrollment status (i.e., admitted, enrollment complete, wait list)	September 30 th of first year
Notices to Parents/Guardians	Copies of all mandated notices to parents and guardians, including those required under NCLB and other applicable law	August 1 st

Item	Description	Due Date (all dates prior to school opening)
	(examples: ESSA Title I, English learners, special education, etc.)	
Student/Family Handbook	Material provided to students and families regarding school policies, procedures and expectations; including attendance, discipline, parent volunteers, electronics, dress codes, etc.	August 1 st
FACILITY		
Facilities Lease Agreement(s)	Lease, rental agreement, facilities use agreement or similar documentation of right to use school facilities	July 1 st
Building permits	Evidence of compliance with local building code for educational uses, including building permits and zoning	1 week prior to opening
Certificate of Occupancy	Valid current Certification of Occupancy for school use	1 week prior to opening
Fire Marshal Inspection	Verification of passage of Fire Marshal inspection of the site	1 week prior to opening
Safety plan	Safety and emergency response plan for specific site/s, covering earthquake, fire, natural disasters, bomb threat and criminal activity lock-down procedures; sample evacuation plans for classrooms; planned rotation of safety drills	2 weeks prior to opening
Facility inspection	School site passes, to satisfaction of the BCOE staff, pre-opening facility inspection based on published standards	1 week prior to opening
ACADEMIC PROGRAM		
Academic calendar	Calendar of academic year showing holidays, recess periods, staff development days, etc.	July 1 st
Daily bell schedule for site-based programs	Current schedule of class periods on daily and weekly basis, with arrival and dismissal times for regular and early release days	July 1 st
LCAP	Local Control and Accountability Plan, using state template	July 1 st
Curriculum	Scope and sequence for all subjects in grades to be served in first year	1 week prior to opening
A-G Approved Courses: High Schools Only	Verification of UC/CSU approval of A-G courses	August 1 st
Instructional materials	List of instructional materials and textbooks to be used in the first year of operation; copy of orders for materials	August 1 st
SELPA Documentation	Verification of provision for special education services: membership in a Special Education Local Planning Area (SELPA) or agreement with [authorizing agency] on charter school as "school within the district" for purposes of special education	July 1 st
Special education services (if not "school within the district")	Signed contract with special education and/or 504 service providers; or identification of individual/s responsible for providing service	August 1 st
Independent Study Program Verification (if applicable)	Documentation verifying compliance with independent study requirements	August 1 st
FINANCE		
Attendance Accounting Procedures	Description of or instructions for attendance accounting	August 1 st
Preliminary Budget	Budget for first fiscal year of operation; completed using specified template and instructions for additional information, as requested (i.e., MYP, Cash Flow, LCAP expenditures, special education)	1 week before July 1 st deadline
Revised Preliminary Budget	Updated/revised budget and cash flow schedule for first fiscal year of operation; completed using specified template, with	September 1 st

Item	Description	Due Date (all dates prior to school opening)
	amounts reflecting actual enrollment and hiring	
Charter School Annual Information Survey	CDE on-line form designating status of school as direct or indirect funded	CDE due date prior to opening (May)
PENSEC	Pupil Estimates for New or Significantly Expanding Charters (PENSEC) reporting estimated average daily attendance (ADA) and other pupil counts for charter schools that will be newly operational	1 week before CDE due date in fiscal year prior to opening (July)
Procedures to be used in event of school closure	Plan for school closure, consistent with charter provisions	July 1 st
Identification of point of contact for closure activities	Name, phone, email, fax and postal address for primary contact in event of school closure	July 1 st
Accounting services	Signed contract with back-office or financial services provider; or identification of individual/s responsible for fiscal management	July 1 st
Bank information for fund transfers	Completed forms for transfer of funds to charter school (to COE for direct-funded; to BCOE for locally-funded)	June 1 st
Start-up grant	Public Charter School Grant Program application and subsequent correspondence re: status	July 1 st