Initial Charter Petition Toolkit

Charter Petition Evaluation Rubric

April 2021

The Initial Charter Petition Toolkit is a product of CA 2.0—Advancing Equity and Access through Quality Authorizing—an initiative led by the California Charter Authorizing Professionals (CCAP).

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Initial Charter Petition Evaluation Rubric

The Initial Charter Petition Evaluation Rubric is intended to be used by authorizers to evaluate new charter petitions. The rubric includes all of the required components of a petition, including the statutorily required 15 elements of [Education Code section 47605](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47605&lawCode=EDC), other statutory requirements, and components needed for a strong petition. Authorizers may want to make minor revisions to evaluate hybrid or online school models or programs.

For each element, the statutory description of the element is included and other statutory requirements are included in red font. Each element includes the key criteria expected in the petition in the left column, as well as indicators or “look fors” for each of the criteria. The indicators are categorized as assurances, evidence of compliance, or quality indicators, with the goal of maximizing review time on high priority components. Following are definitions of the three types of indicators.

* **Assurance:** The authorizer accepts the petitioner's assurance that the element is complete/compliant, will be complete/compliant, or the school will operate within compliance.
* **Compliance:** The authorizer evaluates these elements based on the existence of a response and whether the response is complete. Fundamental question: Did the petitioner provide what the authorizer asked?
* **Quality:** The authorizer uses professional discretion to assess the quality of a response. The authorizer may guide their quality review by referencing best practices, evidence, or other generally accepted tools.

Initial Petition Review Checklist-District Authorizers and County Appeals

***The petitioner should complete this form to ensure they have addressed all required components. The authorizer should then use the form to confirm that all required components are submitted.*** (Language in red indicates statutory requirements for the charter petition.)

Charter Petition Review—Education Code § 47605

Charter Petition Name: Date Petition Received:

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| **REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL**  **(Education Code § 47605 subd. (a).)** | | | |
| * 50% of permanent status teachers currently employed at school to be converted, in the form required by law. | **Yes** | **No** | **Page** |
| **REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL**  **(Education Code § 47605 subd. (a).)** | | | |
| * 50% of parents/guardians of the number of age-appropriate students expected to enroll for 1st year of operation, in the form   required by law. | **Yes** | **No** | **Page** |
| **OR** | | | |
| * 50% of the number of appropriately credentialed teachers expected to be employed during 1st year of operation, in the form   required by law. | **Yes** | **No** | **Page** |
| **REQUIRED AFFIRMATIONS**  **(Education Code § 47605 subd. (e).)** | | | |
| * Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will 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 Penal Code, including immigration status. | **Yes** | **No** | **Page** |

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| **GEOGRAPHIC AND SITE LIMITATIONS**  **(Education Code § 47605 subd. (a).)** | | | | | | | |
| * Does the Petition propose to operate a single charter school within the geographic jurisdiction of the school district to which the charter is submitted? | | **Yes** | | | **No** | | **Page** |
| * If the Petition proposes to operate at multiple sites within the school district, does the Petition identify each location. | | **Yes** | | | **No** | | **Page** |
| **JUSTIFICATION FOR APPEALS**  **(Education Code § 47605 (k)Educat(1)(A)(ii).)** | | | | | | | |
| * Indicates the petition was denied by a school district pursuant to statute. | **Yes** | | | **No** | | **Page** | |
| **EFFECTIVE DATE** | | | | | | | |
| * Does the Petition demonstrate that the charter school will commence operation by September 30 of its first year of operation? | | **Yes** | **No** | | | | **Page** |
| **REQUIRED ELEMENTS**  **(Education Code § 47605 subd. (c)(5)(A–P).)** | | | | | | | |
| * The initial review finds that the petition has included information for all 15 required elements (A–P) | | **Yes** | **No** | | | | **Page** |
| Element A (1) Educational Program | |  |  | | | |  |
| Element B (2) Measurable Student Outcomes | |  |  | | | |  |
| Element C (3) Student Progress Measurement | |  |  | | | |  |
| Element D (4) Governance | |  |  | | | |  |
| Element E (5) Employee Qualifications | |  |  | | | |  |
| Element F (6) Health and Safety Procedures | |  |  | | | |  |
| Element G (7) Balanced Enrollment | |  |  | | | |  |
| Element H (8) Admissions Policies and Procedures | |  |  | | | |  |
| Element I (9) Annual Financial Audits | |  |  | | | |  |
| Element J (10) Suspension and Expulsion Procedures | |  |  | | | |  |
| Element K (11) Employee Retirement Systems | |  |  | | | |  |
| Element L (12) Public School Attendance Alternatives | |  |  | | | |  |
| Element M (13) Rights of District Employees | |  |  | | | |  |
| Element N (14) Mandatory Dispute Resolution | |  |  | | | |  |
| Element O (15) Charter School Closure Procedures | |  |  | | | |  |

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| **SUPPLEMENTAL CRITERIA**  **(Education Code § 47605 subd. (h).)** | | | |
| * The petition provides the required budget and financial documents, including the proposed first year operational budget (with budget assumptions), startup cost, and cash flow and financial projections for the first three years of operation. | **Yes** | **No** | **Page** |
| * The petition provides an administrative plan. |  |  |  |
| * The petition describes the facilities to be used by the charter school and where the school intends to locate. |  |  |  |
| * If the school is to be operated by, or as, a nonprofit 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 petition provides a special education plan and indicates how it will comply with the district’s special education plan. |  |  |  |
| * The petition describes its special education structure, relationship to the SELPA, and the responsibilities of each party for service delivery, including referral, assessment, instruction, due process, and agreements describing allocation of costs. |  |  |  |
| * The petition provides a plan for independent study (if applicable). |  |  |  |
| * The petition addresses countywide benefit requirements (if applicable). |  |  |  |
| * The petition addresses alternative education programs (if applicable). |  |  |  |

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| **FISCAL IMPACT AND COMMUNITY INTEREST**  **(see citations below)** | | | |
| * The school district is positioned to absorb the fiscal impact of the proposed charter school. (Education Code § 47605 subd. (c)(8).) | **Yes** | **No** | **Page** |
| * Provides discussion of whether the charter school would substantially undermine existing services, academic offerings, or programmatic offerings. (Education Code § 47605 subd.(c)(7)(A).) | **Yes** | **No** | **Page** |
| * Provides discussion of 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. (Education Code § 47605 subd.(c)(7)(B).) |  |  |  |

Initial Petition Review Checklist-Countywide and County Program Charters

***The petitioner should complete this form to ensure they have addressed all required components. The authorizer should then use the form to confirm that all required components are submitted.*** (Language in red indicates statutory requirements for the charter petition.)

Charter Petition Review—Education Code § 47605.6

Charter Petition Name: Date Petition Received:

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| **REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL**  **(Education Code § 47605.6 subd. (A).)** | | | | | | |
| * 50% of parents/guardians of the number of age-appropriate students expected to enroll for 1st year of operation, in the form   required by law. | | **Yes** | | **No** | | **Page** |
| **OR** | | | | | | |
| * 50% of the number of appropriately credentialed teachers expected to be employed during 1st year of operation, in the form   required by law. | | **Yes** | | **No** | | **Page** |
| **JUSTIFICATION FOR COUNTY AUTHORIZATION**  **(Education Code § 47605.6)** | | | | | | |
| * Indicates the educational services to be provided by the charter school will offer services to a pupil 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. Code § 47605.6 (countywide petition). | **Yes** | | **No** | | **Page** | |
| * Indicates the petition is for a charter school that will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services pursuant to Education Code § 47605.5. |  | |  | |  | |
| **REQUIRED AFFIRMATIONS**  **(Education Code § 47605.6 subd. (e).)** | | | | | | |
| * Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will 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 Penal Code, including immigration status. | | **Yes** | | **No** | | **Page** |

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| **GEOGRAPHIC AND SITE LIMITATIONS**  **(Education Code § 47605.6 subd. (a).)** | | | | |
| * Does the Petition propose to operate a single charter school within the geographic jurisdiction of the school district to which the charter is submitted? | **Yes** | | **No** | **Page** |
| * Does the Petition propose to operate multiple sites within the geographic boundaries of the county? In this case, does the Petition provide for the notification steps required by law? | **Yes** | | **No** | **Page** |
| * Does the Petition identify the precise location(s) where the school(s) will operate? | **Yes** | | **No** | **Page** |
| **EFFECTIVE DATE** | | | | |
| * Does the Petition demonstrate that the charter school will commence operation by September 30 of its first year of operation? | **Yes** | **No** | | **Page** |
| **REQUIRED ELEMENTS**  **(Education Code § 47605.6 subd. (b)(5)(A–P).)** | | | | |
| * The initial review finds that the petition has included information for all 16 required elements (A–P) | **Yes** | **No** | | **Page** |
| Element A (1) Educational Program |  |  | |  |
| Element B (2) Measurable Student Outcomes |  |  | |  |
| Element C (3) Student Progress Measurement |  |  | |  |
| Element D (4) Governance |  |  | |  |
| Element E (5) Employee Qualifications |  |  | |  |
| Element F (6) Health and Safety Procedures |  |  | |  |
| Element G (7) Balanced Enrollment |  |  | |  |
| Element H (8) Admissions Policies and Procedures |  |  | |  |
| Element I (9) Annual Financial Audits |  |  | |  |
| Element J (10) Suspension and Expulsion Procedures |  |  | |  |
| Element K (11) Employee Retirement Systems |  |  | |  |
| Element L (12) Public School Attendance Alternatives |  |  | |  |
| Element M (13) Rights of District Employees |  |  | |  |
| Element N (14) Mandatory Dispute Resolution |  |  | |  |
| Element O (15) Charter School Closure Procedures |  |  | |  |
| Element P (16) Charter School Location |  |  | |  |

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| **SUPPLEMENTAL CRITERIA**  **(Education Code § 47605.6 subd. (h).)** | | | |
| * The petition provides the required budget and financial documents, including the proposed first year operational budget (with budget assumptions), startup cost, and cash flow and financial projections for the first three years of operation. | **Yes** | **No** | **Page** |
| * The petition provides an administrative plan. |  |  |  |
| * The petition describes the facilities to be used by the charter school and where the school intends to locate. |  |  |  |
| * If the school is to be operated by, or as, a nonprofit 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 petition provides a special education plan and indicates how it will comply with the district’s special education plan. |  |  |  |
| * The petition describes its special education structure, relationship to the SELPA, and the responsibilities of each party for service delivery, including referral, assessment, instruction, due process, and agreements describing allocation of costs. |  |  |  |
| * The petition provides a plan for independent study (if applicable). |  |  |  |
| * The petition addresses countywide benefit requirements (if applicable). |  |  |  |
| * The petition addresses alternative education programs (if applicable). |  |  |  |

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| **FISCAL IMPACT AND COMMUNITY INTEREST (optional for countywide and county program charters)** | | | |
| * The school district is positioned to absorb the fiscal impact of the proposed charter school. (Education Code § 47605 subd. (c)(8).) | **Yes** | **No** | **Page** |
| * Provides discussion of whether the charter school would substantially undermine existing services, academic offerings, or programmatic offerings. (Education Code § 47605 subd.(c)(7)(A).) | **Yes** | **No** | **Page** |
| * Provides discussion of 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. (Education Code § 47605 subd.(c)(7)(B).) |  |  |  |

*A picture containing text, sign, businesscard

Description automatically generated*Element A (1): The Educational Program

***“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Education Code § 47605* *subd.* *(c)(5)(A)(i))***

***“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Education Code § 47605 subd.* *(c)(5)(A)(ii))***

The Petition Describes, At Minimum

| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Partially Met/Did Not Meet Evaluation Standard** | **Page** |
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| **Targeted Student Population** | | | |
| 1. Students the charter school will attempt to educate and their academic needs. (Education Code § 47605 subd. (c)(5)(A)(i).) | Evidence of Compliance   * Describes the target student population, including demographic groups and other characteristics of the students the charter school will attempt to educate. * Describes the academic needs of the student population it will attempt to educate.   Quality Indicators   * Articulates a proposed educational program that aligns with the demonstrated need. * Provides data to support the need for a school that serves the target student population. |  |  |

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| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Partially Met/Did Not Meet Evaluation Standard** | **Page** |
| 1. Educational interests, backgrounds, and challenges of the target student population. | Quality Indicators   * Clearly and comprehensively describes the interests, backgrounds, and challenges of the targeted student groups to be served. * Aligns to the school’s mission and vision. * Includes evidence of interests and challenges. |  |  |
| 1. Grade levels and number of students the charter school plans to serve. (Education Code § 47605 subds.(c)(5)(A) and (B).) | Evidence of Compliance   * Provides grade levels and number of students.   Quality Indicators   * Grade levels and numbers of students seem reasonable given the other schools in the community and the population. * The student enrollment numbers ensure the budget can support the program proposed. |  |  |
| 1. School year/academic calendar, number of school days and instructional minutes. | Assurance   * The number of school days and instructional minutes meets state requirements. See [here](https://www.cde.ca.gov/fg/aa/pa/instructionaltimetable.asp).   + 175 required days   + Required Minutes     - K           36,000     - 1–3       50,400     - 4–8       54,000     - 9–12     64,800   (5 CCR § 11960; Ed. Code, § 47612.5.)  Evidence of Compliance   * Provides a proposed academic calendar that displays school days and instructional minutes. |  |  |

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| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Partially Met/Did Not Meet Evaluation Standard** | **Page** |
| 1. Attendance expectations and requirements, including enrollment projections. | Evidence of Compliance   * Provides attendance policies. * Enrollment projections seem reasonable given the other school options and the population in the community. |  |  |
| 1. Master/daily schedule and proposed bell schedule. | Evidence of Compliance   * Provides a proposed master/daily schedule that aligns with the educational program. * Provides a comprehensive set of sample daily schedules. |  |  |
| **Goals and Philosophy**  (Education Code § 47605 subd. (c)(5)(A).) | | | |
| 1. A clear, concise school mission statement. | Quality Indicators   * Provides a clear, concise school mission and vision statement that aligns with the target population and proposed educational program. * Describes a cohesive approach to achieving the mission throughout the petition. |  |  |
| 1. Academic skills and qualities of an “educated person” in the 21st century. | Quality Indicators   * Includes a list of academic and non-academic skills and qualities important for an educated person in the 21st century. * The skills and qualities are research-based. * Addresses college and career-readiness. * Addresses use of technology. |  |  |
| 1. School’s goals and strategies consistent with enabling pupils to become and remain self-motivated, competent, and lifelong learners. | Quality Indicators   * Provides goals that seem likely to enable students to become and remain self-motivated, competent, and lifelong learners. * Describes research-based strategies for achieving these goals that align with the mission. * Goals are SMART—Specific, Measurable, Achievable, Relevant, and Timebound. |  |  |
| 1. Annual goals for all pupils and for each subgroup of pupils identified that apply to the grade levels served. | Evidence of Compliance   * Includes annual goals for all students and for each subgroup in the Measurable Student Outcomes section. |  |  |
| 1. Specific annual actions the school will take to achieve identified goals. | Evidence of Compliance   * Provides annual actions in the Measurable Student Outcomes section. |  |  |
| 1. Additional priorities related to unique aspects of the proposed charter school program include goals and specific annual actions. | Evidence of Compliance   * Provides additional priorities related to the unique aspects of the educational program in the LCAP template in the Measurable Student Goals section. |  |  |
| **Instructional Design**  (Education Code § 47605 subd.(c)(5)(A).) | | | |
| 1. Curricular and instructional design of the education program. | Quality Indicators   * Includes discussion of key educational theories and research that support the educational program design. * Provides research-based evidence to show how the design will successfully serve the target student population. * Describes instructional approaches and strategies that will enable the school’s students, including subgroup populations (students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations) to master the content standards for the core curriculum areas adopted by the SBE. * The curricular and instructional design of the education program aligns to state standards. |  |  |
| 1. Description of learning setting (e.g., site-based matriculation, independent study, tech-based). | Quality Indicators   * The learning setting aligns with the instructional design and the needs of the student population. |  |  |

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| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Partially Met/Did Not Meet Evaluation Standard** | **Page** |
| 1. Description of the charter school’s curriculum. | Evidence of Compliance   * Provides a concise description of the curriculum that addresses all major subject areas.   Quality Indicators   * Describes how the curriculum is research based and effective. * Describes innovative curricular components. * Describes intervention and enrichment programs. * Describes a curriculum that aligns with the mission and addresses the specific needs of the targeted student population. * Describes professional development needed to support the curriculum and aligns with the budget. |  |  |
| 1. Description of instructional methods and strategies. | Quality Indicators   * Provides research-based, focused description of instructional methods and strategies designed to meet the needs of the student population. * Instructional methods and strategies are consistent with the proposed curriculum. |  |  |
| 1. Description of professional development plan. | Quality Indicators   * Provides plan for professional development that aligns with the charter school's proposed program and seems likely to ensure that teachers have the capacity to deliver the educational program. * Plan includes both start up and sustained, ongoing professional development activities. * Plan builds the capacity of teachers to support the specific needs of special populations of students. |  |  |

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| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Partially Met/Did Not Meet Evaluation Standard** | **Page** |
| **Requirements for Charter Schools Serving High School Students**  **(see citations below)** | | | |
| 1. The charter school’s graduation requirements. | Evidence of Compliance   * Provides a comprehensive description of the school’s graduation requirements. * Graduation requirements meet the following state standards:   + 3 years of English   + 2 years of mathematics (including Algebra I)   + 3 years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)   + 2 years of science (including biology and physical science)   + 2 years of physical education   + 1 year of foreign language or visual and performing arts or commencing with the 2012–13 school year, career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language. |  |  |

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| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Partially Met/Did Not Meet Evaluation Standard** | **Page** |
| 1. How the school program and course schedule will enable all students (except those with IEPs that state otherwise) to meet graduation requirements and A-G[[1]](#footnote-1) requirements within four years. | Evidence of Compliance   * Includes the school program and course schedule that enables students to meet the state’s graduation requirements and A–G requirements. A–G requirements are as follows:   + 2 years history/social Science   + 4 years English   + 3 years mathematics   + 2 years laboratory science   + 2 years foreign language   + 1 year visual and performing Arts   + 1 year college preparatory elective * Describes how the school will ensure ELs’ participation in the standard instructional program to meet graduation requirements. (Newcomer ELs entering in high school may require more than four years.) |  |  |
| 1. How the school will provide sufficient opportunities to provide support to students that have fallen behind in meeting graduation requirements. | Quality Indicator   * Describes research-based strategies for supporting students that have fallen behind. |
| 1. How the school will ensure that transfer students can meet graduation and college entrance requirements. | Evidence of Compliance   * Describes how transfer students’ transcripts will be assessed and a plan developed to enable them to meet graduation and college entrance requirements. * Describes how the school will inform parents in the event that the school’s course offerings might preclude a student from meeting graduation and/or college entrance requirements if he or she transfers into or out of the school. |  |  |
| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Partially Met/Did Not Meet Evaluation Standard** | **Page** |
| 1. How parents will be informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. (Education Code § 47605subd. (c)(5)(A)(iii).) | Evidence of Compliance   * Describes a variety of tools/vehicles for communicating with parents. * States that parent communications will be translated into parents’ primary languages. |  |  |
| 1. How the instructional program provides options that ensure students meet the CDE’s College/Career Indicator. | Evidence of Compliance   * Instructional program incorporates multiple means for students to meet CDE’s College/Career standards, offering: Advanced Placement, International Baccalaureate, college credit, leadership/military science, career/technical education, A–G requirements. For more information, see [here](https://www.cde.ca.gov/ta/ac/cm/ccical.asp). * Describes how charter school will ensure that English learners are not denied enrollment in courses offered by the school that meet the subject matter requirements for purposes of recognition for college admissions, such as honors or advanced placement courses. |
| 1. 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. | Evidence of Compliance   * This description identifies a staff position to provide this information and describes when and how it will be provided. |
| 1. How the exit outcomes will align to mission, curriculum, and assessments. | Evidence of Compliance   * Exit outcomes are aligned to and appropriate for the mission, curriculum, and assessments. |  |  |

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| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Partially Met/Did Not Meet Evaluation Standard** | **Page** |
| **Technology** | | | |
| 1. How staff's and students' technology resources are aligned to the instructional program and meet state assessment requirements. | Quality Indicators   * Describes the technology available to students. * Describes a plan for providing adaptive technology for SPED students. * Addresses Common Core technology standards, digital assessments, and professional learning. |  |  |
| **Meeting the Needs of All Students**  **(see citations below)** | | | |
| 1. How the charter school will identify and meet the needs of students with disabilities, Ethnic subgroups, Socioeconomically disadvantaged students, English learners, students achieving substantially above or below grade level expectations, homeless youth, foster youth, and other special student populations (Education Code § 47605(c)(5)(A)(ii); see also Education Code § 52052.) | Evidence of Compliance   * Describes, at minimum, how the school will meet state and federal requirements for identifying and meeting the needs of special student populations. * Addresses students with disabilities, English learners, and students achieving substantially above or below grade level expectations. * Addresses other significant student populations that school anticipates serving.   Quality Indicators   * Description demonstrates understanding of the likely English learner population, including subpopulations (e.g., newcomers, migrant students, long term English learners, English learners with disabilities). * Provides description of process to be used to identify students who qualify for special education programs and services and how the school will provide or access special education programs and services. * Includes research-based approach to identify and meet the needs of other major subgroup populations. |  |  |
| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Partially Met/Did Not Meet Evaluation Standard** | **Page** |
| **English Learners**  **(see citations below)** | | | |
| 1. The process for identifying English learners. (Education Code § 47605subd.(c)(5)(A)(ii).) | Evidence of Compliance   * Describes how the school will, at or before the time of a student’s initial California enrollment, conduct, in writing, a home language survey (HLS) to identify whether the primary or native language of the student is a language other than English ([5 CCR § 11518.5(a)](https://govt.westlaw.com/calregs/Document/I9925D02C2CB2469394CCD314A9C76271?originationContext=document&transitionType=StatuteNavigator&needToInjectTerms=False&viewType=FullText&t_querytext=CR%28%22REGISTER%202020%22%20%2B3%205%29&contextData=%28sc.Default%29#:~:text=CCR%20%C2%A7%2011518.5-,%C2%A7%2011518.5.,a%20language%20other%20than%20English.).) * Describes how the school will determine if the student is eligible for initial assessment if a parent or guardian HLS response indicates a primary or native language other than English, and if so, will promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment (5 CCR § 11518.5(c).) |  |  |
| 1. The educational program for English language acquisition and how the school will provide English learners with meaningful access to the curriculum. (Education Code § 47605subd.(c)(5)(A)(ii).) | Evidence of Compliance   * Includes both integrated and designated English language development (ELD) in the school’s educational program. (See [ELA/ELD Framework](https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp), and the [English Learner Roadmap](https://www.cde.ca.gov/sp/el/rm/) for details.)[[2]](#footnote-2) * Includes a comprehensive description of how the ELD program is designed to be based on sound educational theory, implemented effectively with sufficient resources and personnel, and evaluated for its effectiveness in having English learners overcome language barriers and meet the same academic goals set for all other students within a reasonable period of time.   Quality Indicators   * Describes an instructional approach that is asset-based and responsive to different English learner characteristics and experiences. * Describes how English learners will be provided access to a full standards-based and relevant curriculum along with appropriate supports and services. * Instructional design and materials reflect high expectations and support high levels of language (English and other languages), literacy, and intellectual engagement. * Ensures English learners have access to full range of instructional programs, including gifted and talented, Advanced Placement (AP), etc. * Describes how the school will recruit, evaluate, and provide professional development for staff to effectively implement the English learner educational program. (See also Element E(5): Employee Qualifications.) |  |  |
| 1. The process for monitoring progress and effectiveness of supports for English learners at all proficiency levels, including long term English Learners. (Education Code § 47605subd. (c)(5)(A)(ii).) | Quality Indicators   * Describes evidence- and asset-based approaches for meeting the needs of English learners at all proficiency levels, including LTELs, and how the school will monitor the effectiveness of the supports provided. * Describes how the school will identify long term English learners (LTELs) and students at risk of becoming LTELs and monitor their progress in both English language proficiency and grade-level academic content. |  |  |

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| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Partially Met/Did Not Meet Evaluation Standard** | **Page** |
| 1. The process for reclassification and monitoring of students after reclassification[[3]](#footnote-3). | Evidence of Compliance   * Describes the school’s process and criteria for reclassifying a student from English learner to proficient in English meets [state requirements](https://www.cde.ca.gov/sp/el/rd/) per Education Code section 313(f). * Includes how the school will monitor the progress of reclassified students for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. |  |  |
| 1. How the school will engage families and the community. | Evidence of Compliance   * For a school site with 21 or more English learners, describes how it will meet [state requirements](https://www.cde.ca.gov/ta/cr/elac.asp) for a functioning English Learner Advisory Committee (ELAC).   Quality Indicators   * For a school site with fewer than 21 English learners, describes how the school will encourage families of ELs to participate in the School Site Council or other school-family councils or committees. * Describes how the school will build strong partnerships with families of English learners. * Describes how the school will ascertain the needs and preferences of families and the community in designing the English learner education program and other services (e.g., after-school programs). |  |  |

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| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Partially Met/Did Not Meet Evaluation Standard** | **Page** |
| **Students with Disabilities** | | | |
| 1. The school’s special education plan and indicates how it will comply with the district’s special education plan. | Evidence of Compliance   * Specifies the school's special education plan, including, but not limited to, the means by which the school will comply with the provisions of Education Code section 47641. * Demonstrates the school's understanding of its responsibilities under law for students with disabilities and how the school intends to meet those responsibilities.   Quality Indicators   * Describes how the school will serve students with different disability types. * Describes how the school will provide needed services, i.e., speech, cognitive, etc. |  |  |
| 1. How the school will identify and evaluate students with disabilities. (Education Code § 47605subd.(c)(5)(A)(ii).) | Evidence of Compliance   * Provides enrollment projections for students with disabilities and anticipated disability types.   Quality Indicators   * Describes how the school will evaluate and identify children with disabilities using valid assessment practices. * Describes how the identification process for English learners will rule out language development as a primary contributor to academic and/or behavioral difficulties. * Describes how the school will develop, review, and revise IEPs. * Describes how IEPs for English learners with disabilities will be developed to support culturally and linguistically inclusive practices. |  |  |

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| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Partially Met/Did Not Meet Evaluation Standard** | **Page** |
| 1. How the school will meet their educational needs. (Education Code § 47605(c)(5)(A)(ii).) | Quality Indicators   * Describes appropriate staffing for providing special education services to the anticipated student population. * Describes how the school will modify the curriculum and instructional delivery to address the unique needs of students with disabilities. * Describes how the school will ensure the Least Restrictive Environment and provide a continuum of services. |  |  |
| 1. How the school will monitor their progress. (Education Code § 47605 subd. (c)(5)(A)(ii).) | Quality Indicators   * Describes how the school will include children with disabilities in required assessments or develop alternate assessments. * Describes how curriculum and assessment decisions will be considered and monitored by IEP teams and staff. |  |  |
| **Students in Other Subgroups**  **(i.e., homeless, foster youth, socio-economically disadvantaged, high-performing students, students performing below grade level)** | | | |
| 1. How the school will identify each group of students. (Education Code § 47605subd. (c)(5)(A)(ii).) | Evidence of Compliance   * Describes how the school will identify each group of students. |  |  |
| 1. How the school will meet their educational needs. (Education Code § 47605subd. (c)(5)(A)(ii).) | Quality Indicators   * Describes specific strategies and services to addressing the needs of students in all of the identified subgroups. * Provides additional detail for students that are a focus of programming or projected to be numerically significant. |  |  |
| 1. How the school will monitor their progress. (Education Code § 47605subd.(c)(5)(A)(ii).) | Quality Indicators   * Describes the assessments and other tools the school will use to monitor the progress of these student groups. |  |  |
| **Notes** | | | |

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Description automatically generated with low confidence*Element B (2): Measurable Student Outcomes

***“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Education Code § 47605* *subd. (c)(5)(B).)***

NOTE: Authorizers may allow petitioners to use an MOU or the annual LCAP process to make updates to annual goals and measurable student outcomes contained in the petition once a school is operational. Such revisions should be subject to the approval of the authorizer. However, depending on the significance of the proposed update to the school’s overall pupil outcomes and its mission, the update may or may not be considered a material change that requires the approval of the authorizer’s governing board. It may be a change that is not “material” and is simply approved by the authorizer at the staff level.

The Petition Describes, At Minimum

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| 1. Measurable student outcomes for all pupils and for each numerically significant subgroup, including specific assessment methods or tools listed for each outcome. (Education Code § 47605subd.(c)(5)(B).) | Evidence of Compliance   * Provides annual measurable goals and objectives for the school and for each numerically significant subgroup of pupils served for each of the eight state priorities identified in Education Code section 52060(d). Numerically significant subgroups are those with at least 30 students. Subgroups include: ethnic subgroups, socio-economically disadvantaged students, English learners, students with disabilities, foster youth, homeless youth. For foster or homeless youth, the subgroup only has to be 15. (Education Code § 52052 subd. (a)(2).) * Includes assessment methods for each goal. * Describes how pupil outcomes align with [state priorities](https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp).   Quality Indicators   * Provides goals that are appropriate, achievable, and aligned to the school’s mission and instructional program. * Actions are specific and there is a reasonable expectation that they will achieve stated goals. * Goals for English learner academic growth equal or exceed those for the expected growth of English proficient students. |  |  |
| 1. Specific annual actions designed to achieve the stated goals. (Education Code § 47605 subd. (c)(5)(A)(ii).) | Evidence of Compliance   * Provides annual actions for each of the stated goals.   Quality Indicators   * Actions are specific and there is a reasonable expectation they would achieve stated goals. |  |  |
| 1. Additional school priorities related to unique aspects of the proposed charter school program, with goals and specific annual actions. (Education Code § 47605 subd.(c)(5)(A)(ii).) | Evidence of Compliance   * Includes additional school priorities related to the unique aspects of the proposed school.   Quality Indicators   * Provides goals that are appropriate, achievable, and aligned to school priorities. * Actions are specific and there is a reasonable expectation that they will achieve stated goals. |  |  |
| 1. How pupil outcomes will address state content and performance standards in core academic areas. (Education Code § 47605subd.(c)(5)(B).) | Quality Indicators   * Explains alignment between pupil outcomes and state content and performance standards. |  |  |
| 1. School-wide student performance goals students will achieve over a given period of time (Education Code § 47605 subd. (c)(5)(B)), including projected attendance levels, dropout percentage, and graduation rate goals. | Evidence of Compliance   * Provides schoolwide goals and target dates for achievement, attendance, dropout, and graduation.   Quality Indicators   * Appropriate use of SMART Goals—Specific, Measurable, Achievable, Relevant, and Timebound. |  |  |
| **Notes** | | | |

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Description automatically generated with medium confidence*Element C (3): Student Progress Measurement

***“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Education Code § 47605* *subd. (c)(5)(C).)***

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| **Method for Measuring, Analyzing, and Reporting Pupil Progress Toward Outcomes** | | | |
| 1. How the school will monitor and measure student progress toward mastery of state standards and other goals identified above. (Education Code § 47605 subd.(c)(5)(B-C).) | Evidence of Compliance   * Assessment tools include all required state and federal assessment (SBAC, ELPAC, etc.) for purposes of accountability. * At least one assessment method or tool listed for each of the exit assessments.   Quality Indicators   * Provides a variety of alternative assessment types, including those that employ objective means of assessment consistent with the measurable pupil outcomes. * Chosen assessments or assessment types are appropriate for standards and skills the school seeks to measure. |  |  |

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| 1. 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. (Education Code § 47605 subds. (c) and (d).) | Evidence of Compliance   * Provides plan that is thorough and addresses data collection, analysis, and communication to all stakeholder groups.   Quality Indicators   * Describes the role and use of data to inform curriculum, instruction, tiered intervention, and enrichment. * Describes the role and use of data to monitor and improve the charter school’s educational program and operations by the staff, school site leadership, executive leadership, and governing board. * Describes the role and use of data to inform stakeholders of school performance. * Describes how data will be disaggregated for relevant student subgroups. |  |  |
| 1. The school’s grading and progress reporting systems. | Evidence of Compliance   * Addresses grading policy, type and frequency of progress reporting, and promotion/retention policy and procedures. |  |  |
| **Notes** | | | |

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Description automatically generated with low confidence*Element D (4): Governance Structure

***“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” (Education Code § 47605* *subd. (c)(5)(D).)[[4]](#footnote-4)***

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| 1. For those charter schools incorporated as a nonprofit benefit corporation: evidence of the charter school's incorporation as a nonprofit benefit corporation, including a set of bylaws and basic policies. (Education Code § 47605subd. (h).) Describes how the policies will be monitored and implemented. | Evidence of Compliance   * Provides Articles of Incorporation. * Summarizes the policies listed below:   + Conflict of Interest Code. Must be a stand-alone document that meets the requirements of the California Political Reform Act, Government Code § 87100 et seq. For further information, please see the various resources available on the Fair Political Practices Commission website at <http://www.fppc.ca.gov/Form700.html>   + Conflict of Interest Policy   + Complaint Policy   + Conflict Resolution Policy   + Policies and Internal Controls to Prevent Fraud, Embezzlement, and Conflict of Interest * Summarizes the bylaws. Bylaws should include: [[5]](#footnote-5)   + Mission statement.   + An indemnification statement, or statement that limits the personal liability of board members.   + Compliance with the Brown Act and the California Public Records Act.   + The minimum and maximum number of board members, their terms and term limits, and the selection process.   + Powers and duties of board members and officers.   + Rules and procedures for holding meetings, voting, and minimum number of meetings per year.   + Procedure for removing a board member or officer.   + Description of committees and how committees may be created or dissolved.   + How a special or emergency board meeting may be called.   + How the bylaws can be changed. |  |  |
| 1. Key features of the governance structure, including, but not limited to: | | | |
| * Delineation of roles and responsibilities of the governing board and staff; | Evidence of Compliance   * Includes an organizational chart.   Quality Indicators   * Description should include a focus on student achievement, providing strategic direction, recruiting and managing an exceptional school leader, raising resources, engaging in financial oversight, ensuring the school meets all compliance expectations and requirements of the authorizer, and running board operations (including member recruitment, committees, and meeting schedules).[[6]](#footnote-6) * Demonstrates understanding of their role as policymakers and not operational leaders. * Provides an annual calendar of meetings that describes the major work of the board. |  |  |
| * If applicable, 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; and | Evidence of Compliance   * Proposed contract between the school and management organization is submitted with specific sections of the contract referenced that clearly describe the charter school’s level of autonomy with respect to budget, expenditures, personnel, and daily operations. |  |  |
| * Size/composition of board, board committees and/or advisory councils. | Evidence of Compliance   * Board size varies. Nationally, boards typically have between 9 and 11 members.[[7]](#footnote-7) * Describes board committees and composition. Should include at least finance, academic, and governance committees. |  |  |
| * Other important legal or operational relationships between the charter school and granting agency. | Evidence of Compliance   * Describes important legal or operational relationships between the charter school and granting agency. |  |  |
| 1. Method for selecting initial board members and election/appointment for board member replacement. | Evidence of Compliance   * Describes where/how vacant positions will be publicized. * Describes the selection process—i.e., initial resume review, interview with governance committee, etc.   Quality Indicators   * Describes criteria for selecting board members that align to the needs of the school, including specific expertise and skills needed on the board. Criteria should include willingness and commitment to participate in board activities. Experience and expertise could include legal, financial, instructional, facilities, operations, and nonprofit leadership. * Annual board calendar that includes key work of the board, e.g., LCAP approval, budget approval, annual evaluation of the school leader, etc. * Ensures board members reflect the community. |  |  |
| 1. Names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school. | Evidence of Compliance   * Provides a list of names and qualifications for board members consistent with the board’s bylaws. * Includes evidence that a parent would be on the board.   Quality Indicators   * Board members have a range of experience aligned to the needs of the school. * Experience could include legal, financial, instructional, facilities, operations, and nonprofit leadership. * Ensures members reflect the community. |  |  |
| 1. Meeting requirements and procedures. | Evidence of Compliance   * Includes the following:   + Location and frequency of governing board and committee meetings   + Annual calendar of governing board and committee meetings that describes major work of the board   + Location(s) for posting governing board and committee meeting agendas   + Specific procedures that will ensure compliance with key Brown Act requirements |  |  |
| 1. Decision-making procedures. | Evidence of Compliance   * Includes the following:   + Quorum requirements   + Board action (voting) requirements   + Abstention and teleconference participation |  |  |
| 1. How the board will assess training needs and provide training. | Quality Indicators   * Describes how they will assess training needs and provide training that aligns with the board’s responsibilities. |  |  |
| 1. 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. | Evidence of Compliance   * See Element D(4): Governance Structure (## 1–7). |  |  |
| 1. Understanding and assurance of compliance with open meeting requirements. | Assurance   * Schools shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code Section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.   Evidence of Compliance   * Indicates will provide board meeting agendas, minutes, committee meeting minutes. |  |  |
| 1. A process for involvement or input of parents/guardians in the governance of the charter school including:  * A clear delineation of roles and responsibilities of parent councils, advisory committee or other supporting groups. | Evidence of Compliance   * Describes parent bodies, their roles and responsibilities, their involvement in decision-making, and how members will be selected. * Describes the process by which the school will consult with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update. * Describes the process by which the school will consult with parents and teachers regarding the school’s educational program.   Quality Indicators   * Describes outreach and selection strategies that ensure that all members of the community have a voice and are represented. * Parent bodies collaborate with families and treat parents as partners in their child’s learning.[[8]](#footnote-8) * Describes how parent bodies are integrated into the school community and decision making.[[9]](#footnote-9) * Describes how the school will communicate with and engage families of English learners (see Element A(1): Meeting the Needs of All Students/English Learners for details). |  |  |
| 1. 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. (Education Code § 47605subds. (e)(2)(B)(iv) and (n).) | Evidence of Compliance   * Describes the tools/vehicles (i.e., newsletter, email, website, etc.) for notifying parents and guardians that parental involvement is not a requirement. * Describes a plan for oral and written translation of parent and guardian notifications in languages spoken by at least 15% of the EL population, as required by Education Code § 48985. |  |  |
| **Notes** | | | |

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Description automatically generated with low confidenceElement E (5): Employee Qualifications

***“The qualifications to be met by individuals to be employed by the charter school.” (Education Code § 47605 subd.* *(c)(5)(E).)***

The Petition Describes, At Minimum

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| 1. Affirms all teachers will hold appropriate Commission on Teacher Credentialing certificates (new on July 1, 2020). (Education Code § 47605subd. (c)(5)(E)) | Assurance   * Ensures all teachers hold appropriate Commission on Teacher Credentialing certificates prior to school opening or the charter school shall request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. * Ensures teachers assigned to provide ELD and instruction in subject matter courses for ELs must have the appropriate authorizations.[[10]](#footnote-10) |  |  |
| 1. All school employee classes/positions, including administrators, certificated staff, instructional support staff, and classified staff. | Evidence of Compliance   * Provides list of all positions and positions align with budget and the size of the school. * Staffing is reasonable given the education program proposed. * A job description for each position. |  |  |
| 1. General qualifications for the various categories of employees (e.g., other administrative, instructional support, non-instructional support). (Education Code § 47605subd.(c)(5)(E)) These qualifications shall be sufficient to ensure the health and safety of the charter school’s faculty, staff, and students. | Evidence of Compliance   * Provides general qualifications for all categories of positions. * Qualifications seem reasonable to ensure the competence of the charter school’s faculty. |  |  |
| 1. Identifies those positions that the charter school regards as key and specifies the additional qualifications expected of individuals assigned to those positions and their responsibilities. | Evidence of Compliance   * Provides list of key positions and specific qualifications expected of these positions.   Quality Indicators   * Key positions align with the needs of the educational program. * Qualifications ensure that staff have the capacity to perform in their roles. |  |  |
| 1. A clear plan for recruitment, selection, development and evaluation of staff and charter school leader. | Evidence of Compliance   * Includes plan describing professional development that is specific to the implementation of programs for English learners and sufficient to effectively implement the programs.[[11]](#footnote-11)   Quality Indicators   * The plan includes a variety of strategies, sources, and vehicles for recruiting a diverse teaching staff. * The plan identifies how teachers’ strengths and needs will be assessed to inform professional development. * The plan provides for continuous, job-embedded learning. * The plan describes how the school will evaluate all staff responsible for the education of English learners and provide professional development to meet their needs. (Also see Element A.(1): Meeting the Needs of All Students/English Learners.) |  |  |

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| **Notes** |

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Description automatically generated with low confidence*Element F (6): Health and Safety Procedures

“***The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:***

***(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in*** [***Section 44237***](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=44237)***.***

***(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of*** [***Section 32282***](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=32282.#:~:text=(a)%20The%20comprehensive%20school%20safety,to%2C%20both%20of%20the%20following%3A&text=(i)%20Establishing%20an%20earthquake%20emergency,or%20more%20than%20one%20classroom.)***.***

***(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”***

***(Education Code § 47605 subd.* *(c)(5)(F))***

The Petition Describes, At Minimum

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| 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. (Education Code §§32282 and 47605subd.(5)(f)) | Assurance   * All charter school staff will be trained on a comprehensive charter school safety plan and the plan will be updated annually. |  |  |
| 1. Assurances that the charter school will require a criminal background clearance report, and proof of tuberculosis examination prior to employment. (Education Code §§32282 and 47605 subd. (5)(f)) | Assurance   * The charter school will require a criminal background clearance report and proof of tuberculosis examination prior to employment. |  |  |

| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Did Not Meet Evaluation Standard** | **Page** |
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| 1. 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. (Education Code §§32282 and 47605 subd. (5)(f)) | Assurance   * 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. |  |  |
| 1. Affirmation that charter schools with grades 7–12 will adopt a suicide prevention policy (Education Code §§32282 and 47605subd.(5)(f)) | Assurance   * The charter school will adopt a suicide prevention policy. (For schools that serve grades 7–12 only). |  |  |
| 1. A position to serve as the school’s Custodian of Records per California Department of Justice requirements. (Education Code §§32282 and 47605 subd. (5)(f)) | Evidence of Compliance   * Provides the title of the position. |  |  |
| 1. The content and process for developing a comprehensive charter school safety plan. References include safety-related policies/procedures or the date by which they will be adopted and submitted to the authorizer. (Education Code §§32282 and 47605 subd. (5)(f).) | Evidence of Compliance   * Describes the content and process for developing a comprehensive charter school safety plan. Briefly addresses each of the following topics:   + The stakeholders who will be involved in developing and/or providing input on the plan. Include administrators, local first responders, legal counsel, and experts in school safety.   + Child abuse reporting procedures;   + Disaster procedures, including earthquake preparedness, procedures for allowing school grounds to be used as a disaster shelter, and adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act;   + Policies for pupils who committed certain serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;   + Procedures to notify teachers of dangerous pupils;   + A discrimination and harassment policy;   + The provisions of any schoolwide dress code that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;   + Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;   + A safe and orderly environment conducive to learning at the school; and   + Procedures for conducting tactical responses to criminal incidents. |  |  |
| 1. A list of additional health and safety policies and practices that will be developed for students and staff. (Education Code §§32282 and 47605 subd. (5)(f).) | Evidence of Compliance   * Provides a list of health and safety-related policies and the date by which they will be adopted and submitted to the authorizer. They include at least the following: Medication in school; Athletic programs; Immunizations and health screenings; Free and reduced-price meals; California Healthy Youth Act; LGBTQ resources training; and Transportation safety plan. |  |  |
| 1. Assurances on the compliance with ADA (Americans with Disabilities Act). (Education Code §§32282 and 47605 subd. (5)(f).) | Assurance   * The charter school will comply with the Americans with Disabilities Act. |  |  |
| **Notes** | | | |

Element G (7): Balanced Enrollment

***“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Education Code § 47605 subd. (c)(5)(G).)***

Some authorizers also consider whether the enrollment balance is similar to the neighborhood in which the school is located, in addition to the whole territorial jurisdiction of the district. If this is considered, we recommend that the staff report state the reasons why it is important for the school’s enrollment to reflect the race and ethnicity demographics of the neighborhood.

The Petition Describes, At Minimum

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| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Did Not Meet Evaluation Standard** | **Page** |
| 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. (Education Code § 47605subd. (c)(5)(G).) | Quality Indicators   * Practices and policies appear likely to achieve racial and ethnic balance. * Practices and policies appear likely to achieve a balance of special education enrollment reflective of the district, including students with moderate to severe disabilities. * Practices and policies appear likely to achieve a balance of English learner enrollment reflective of the district. |  |  |
| 1. Outreach strategies, identifying specifically who the targeted groups will be, including developed or planned benchmarks for achieving balance. | Evidence of Compliance   * Provides a range of outreach strategies, identifying targeted groups. * Provides developed or planned benchmarks for achieving balance. * Strategies are specific to the local community.   Quality Indicators   * Outreach strategies are components of an overall recruitment approach, with benchmarks, that is  appropriate for reaching the targeted groups. * Outreach strategies target significant student populations in the community. * Outreach strategies include communications in languages the target populations’ families understand. |  |  |
| 1. Types of supports that will be provided to maintain enrollment balance (counselors, support staff, medical-related staff, etc.). | Quality Indicators   * Supports are reasonable to maintain enrollment balance. |  |  |
| **Notes** | | | |

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Description automatically generated with low confidence*Element H (8): Admissions Policies and Procedures

***“Admission policies and procedures, consistent with subdivision (e).” (Education Code § 47605 subd. (c)(5)(H).)***

The Petition Describes, At Minimum

| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Did Not Meet Evaluation Standard** | **Page** |
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| 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 § 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state. (Education Code § 47605 subd.(e)(1).) | 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 Penal Code § 422.55, including immigration status, equal rights, and opportunities in the educational institutions of the state. * If the number of pupils who wish to attend the charter school exceeds the charter school’s capacity, a public random lottery shall determine acceptance of new pupils. * Enrollment preferences will not require mandatory parent volunteer hours as a criteria for admission. * Preferences, if given, are not likely to negatively impact the racial, ethnic and unduplicated balance the charter school strives to reflect. * The charter school shall not discourage enrollment in the charter school, or encourage disenrollment/ transfer of a student from the charter school, for any reason, including but not limited to academic performance or any characteristics of the student listed under Education Code section 47605(e)(2)(B)(iii). * The charter school shall not request a student’s records, including an IEP, or require a parent, guardian, or student to submit the student’s records to the school before enrollment. (Education Code § 47605(e)(4).) |  |  |
| 1. A clear description of the admissions policies, process, and timeline, including information to be collected through the interest form, application form, and/or enrollment form. (Education Code § 47605 subd. (c)(5)(H).) | Evidence of Compliance   * Provides a clear and comprehensive description of the admissions policies and process from recruitment through enrollment.   Quality Indicators   * Admissions processes are robust but not likely to be a deterrent to low-income and other at-risk groups. |  |  |
| 1. Building on the strategies referenced in the prior section, provides a clear description of how the school will recruit and reach out to all students in the community, including those with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities. All promotional material must clearly state the charter school will serve ALL students. | Evidence of Compliance   * Provides a clear and comprehensive description of how the school will reach out to all student groups.   Quality Indicators   * Recruitment strategies seem likely to be effective in reaching out to all student groups. * Provides specific strategy for outreach to numerically significant students in their community. * Strategies include reaching out to families who speak languages other than English, with communications in languages they understand. |  |  |
| 1. The manner in which the charter school will conduct a public random drawing in the event that the number of students who wish to attend the school exceeds the school’s capacity. (Education Code § 47605 subd. (e)(2)(B).) | Quality Indicators   * Includes the following components:   + Open enrollment period(s) or timeline, and related enrollment procedures;   + Method(s) that the school will use to communicate to all interested parties the timeline, rules, and procedures to be followed during the open enrollment and lottery processes;   + Method that the school will use to ensure lottery procedures are fairly executed and that interested parties may attend and observe;   + Date, time, and location for the lottery each year, if needed;   + Procedures that the school will follow to determine waiting list priorities based upon lottery results and to enroll students from the waiting list;   + Means by which the school will notify parents/guardians of students who have been offered a seat as a result of the lottery or from the waiting list following a lottery, and the procedures and timelines under which parents/guardians must respond in order to secure admission; and   + Method for documenting the fair execution of lottery and waitlist procedures. |  |  |
| 1. A clear description of legally allowed preferences if applicable (Education Code § 47605 subd.(e)(2)(B).) | Evidence of Compliance   * Describes policies that meet the following criteria:   + If the number of pupils who wish to attend the charter school exceeds the charter school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing.   + Charter schools *must* give preferences to: students currently attending the charter school, students who reside in the district in which the school is authorized, and students who reside within the former attendance area of a charter school that was converted from an existing public school. * Charter schools located in the attendance area of a public elementary school in which 50% or more of the pupils are eligible for free or reduced price meals *may* give a preference in admissions to pupils who are currently enrolled in that public school and to pupils who reside in the public school attendance area where the charter school is located. * Charter schools *may* give preferences to siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter. |  |  |
| 1. Assurance that the school shall not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance or any characteristics of the student listed under section 47605 subd. (e)(2)(B)(iii). (Education Code § 47605 subd. (e)(4).) | Assurances   * The school shall not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance or any characteristics of the student listed under section 47605 subd. (e)(2)(B)(iii). * The school shall not request a student’s records, including an IEP, or require a parent, guardian, or student to submit the student’s records to the school before enrollment. * The school shall not encourage a current student to disenroll or transfer for any reason, including, but not limited to, academic performance or any characteristics of the student listed under section 47605 subd. (e)(2)(B)(iii). |  |  |
| 1. Assurance that the school will provide parents, guardians and pupils with the CDE Complaint Notice and Form at times specified in Education Code section 47605 subd. (e)(4). | Evidence of Compliance   * Describes policies that provide for distribution of the Complaint Notice and Form to a parent or guardian, or student 18 years of age or older, at the following times:   + when inquiring about enrollment   + before conducting an enrollment lottery   + before disenrollment of a student * CDE Charter School Complaint Notice and Form is posted on school website. |  |  |
| **Notes** | | | |

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Description automatically generated with low confidence*Element I (9): Annual Independent Financial Audits

***“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Education Code § 47605 subd. (c)(5)(I).)***

The Petition Describes, At Minimum

| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Partially Met/Did Not Meet Evaluation Standard** | **Page** |
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| 1. What person or position at the school is responsible for contracting with an accountant to conduct the required annual financial audit and working with the auditor to complete the audit. | Evidence of Compliance   * Provides the name of the person or position responsible for facilitating the annual audit process in conjunction with the school’s board. |  |  |
| 1. The procedures to select and retain an independent auditor including:    * qualifications that will be used for the selection of an independent auditor; and    * assurance that the auditor will have experience in education finance. | Assurance   * The auditor will have experience in education finance.   Evidence of Compliance   * Describes the process to select and retain an independent auditor and the role of the charter school’s board in making this selection. * Describes the qualifications that will be used to select an auditor.   Quality Indicators   * Procedures for selecting the auditor should include review of prospective auditors’ experience, staff qualifications, references, professional affiliations, technical abilities, and price. * Specifies the role of the governing board’s Finance and/or Audit Committee in the audit process, including selecting and retaining an independent auditor. |  |  |
| 1. Assurance that the annual audit will employ generally accepted accounting principles. | Assurance   * The annual audit will employ generally accepted accounting principles. |  |  |
| 1. The process and timeline that the charter school will employ to conduct the audit. | Evidence of Compliance   * Provides the process and timeline. |  |  |
| 1. The process for addressing and resolving any deficiencies, findings, material weaknesses, or audit exceptions. | Evidence of Compliance   * Provides the process and timeline. |  |  |
| 1. The process and timeline for distribution of completed audit to authorizer, county office, State Controller, California Department of Education, and/or other agencies required under law. | Evidence of Compliance   * Includes the audit process and timeline and how the school will distribute the audit to parties specified. |  |  |
| 1. An assurance that the charter school will satisfy any audit deficiencies to the satisfaction of the authorizer. | Assurance   * The school will satisfy any audit deficiencies to the satisfaction of the authorizer. |  |  |
| **Notes:** | | | |

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Description automatically generated*Element J (10): Suspension and Expulsion Procedures

***“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:***

***(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.***

***(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:***

***(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.***

***(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.***

***(iii) Contain 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 of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, ‘involuntarily removed’ includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Education Code § 47605 subd.* *(c)(5)(J).)*** [[12]](#footnote-12)

The Petition Describes, At Minimum

| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Did Not Meet Evaluation Standard** | **Page** |
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| 1. The school’s student discipline philosophy and approach to developing and maintaining a positive school climate and strategies for preventing and mitigating the need for disciplinary measures. | Evidence of Compliance   * Includes a written student discipline policy that incorporates a student code of conduct and due process safeguards. * The student code of conduct clearly defines student behavior infractions and provides a tiered system of related consequences.   Quality Indicators   * Describes the school’s discipline philosophy and how it aligns with the school’s mission and professional development. * Addresses positive behavior support, tiered behavior interventions, and alternatives to suspension. * Addresses how the school will involve the school community (i.e., parents, families, teachers, and staff) in developing the school’s discipline procedures. * Specifies when the school will engage parents/families in the discipline process, and maintains discipline documentation materials and communications with the student’s parent/guardian. |  |  |
| 1. All offenses for which students must be suspended (i.e., non-discretionary suspension), may be suspended (i.e., discretionary suspension), and when in-school vs. out-of-school suspension will be used. | Evidence of Compliance   * Provides list of offenses for all three categories of suspension. * If these lists of offenses are not aligned with the lists of offenses set forth in Education Code § 48900, explains the rationale for the difference(s) and how the lists provide adequate safety for students, staff, and visitors to the school and serve the best interests of students. |  |  |
| 1. A process for suspensions, including:    1. oral or written notice of the charges against the pupil;    2. if the pupil denies the charges, an explanation of the evidence that supports the charges; and    3. how an opportunity will be provided for the pupil to present his/her rebuttal to the charges. | Evidence of Compliance   * Establishes a clear and lawful process for conducting disciplinary hearings. * Describes a process that addresses all three components. * Requires written communication to the student’s parent/guardian after disciplinary hearings that specifies the consequences. |  |  |
| 1. All offenses for which students must be expelled (i.e., non-discretionary expulsion), may be expelled (i.e., discretionary expulsion), and when in-school vs. out-of-school expulsion will be used. | Evidence of Compliance   * Provides list of offenses for all three categories of suspension. * If these lists of offenses are not aligned with the lists of offenses set forth in Education Code § 48900, explains the rationale for the difference(s) and how the lists provide adequate safety for students, staff, and visitors to the school and serve the best interests of students. |  |  |
| 1. A process for expulsions, including: 2. timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights; and 3. 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. | Evidence of Compliance   * Establishes a clear and lawful process for conducting disciplinary hearings. * Describes a process that addresses these components. * Requires written communication to the student’s parent/guardian after disciplinary hearings that specifies the consequences. |  |  |
| 1. 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. | Assurance   * 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.There will be a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine advverse witnesses, and at which the student has the right to bring legal counsel or an advocate. |  |  |
| 1. Understanding of relevant laws protecting constitutional rights of students. | Assurance   * All suspension and expulsion procedures will comply with the provisions in (Education Code § 47605(c)(5)(J) listed above.   Evidence of Compliance   * Provides for due process for all students. * Demonstrates understanding of the rights of students with disabilities in regard to suspension, expulsion and involuntary dismissal. |  |  |
| **Notes:** | | | |

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Description automatically generated with low confidence*Element K (11): Employee Retirement Systems

***“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Education Code § 47605 subd. (c)(5)(K).)***

The Petition Describes, At Minimum

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| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Did Not Meet Evaluation Standard** | **Page** |
| 1. A statement of what retirement options will be offered to employees:    1. STRS (if STRS, then all teachers must participate);    2. PERS; or    3. Social Security. | Evidence of Compliance   * Identifies the retirement options that will be provided. * States 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; and   + the charter school will not offer coverage. |  |  |
| 1. Position responsible for ensuring that the appropriate arrangements for coverage have been made. | Evidence of Compliance   * Provides the title of the position. |  |  |
| **Notes:** | | | |

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Description automatically generated with low confidence*Element L (12): Public School Attendance Alternatives

***“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Education Code § 47605 subd. (c)(5)(L).)***

The Petition Describes, At Minimum

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| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Did Not Meet Evaluation Standard** | **Page** |
| 1. Attendance alternatives for students residing within the county who choose not to attend the charter school. | Evidence of Compliance   * Provides a list of the attendance alternatives for students residing within the county who choose not to attend the charter school. |  |  |
| 1. Addresses how parents and students will be informed of their public school attendance alternatives. | Quality Indicators   * Provides a variety of vehicles and strategies for communicating with prospective parents and students. * Includes plan for how to provide communications in languages parents understand. |  |  |
| **Notes:** | | | |

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Description automatically generated with low confidence*Element M (13): Rights of District Employees

***“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Education Code § 47605 subd. (c)(5)(M).)***

The Petition Describes, At Minimum

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| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Did Not Meet Evaluation Standard** | **Page** |
| 1. How the charter school will follow the district’s policy for employees’ right of return, including:    * Whether, and how staff may resume employment within the district or authorizer;    * The ability to transfer sick/vacation leave to and from charter and another LEA; and    * Whether staff will continue to earn service credit (tenure) in district while employed at charter. | Evidence of Compliance   * Petition addresses all three criteria. |  |  |
| 1. States whether collective bargaining contracts of charter authorizer will be a controlling document. | Evidence of Compliance   * Petition explains whether collective bargaining contracts of charter authorizer will be a controlling document. |  |  |
| **Notes:** | | | |

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Description automatically generated with low confidenceElement N (14): Dispute Resolution Procedures**

***“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” (Education Code § 47605 subd.* *(c)(5)(N).)***

The Petition Describes, At Minimum

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| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Did Not Meet Evaluation Standard** | **Page** |
| 1. A process for the charter and the authorizer to settle disputes relating to the provisions of the charter | Evidence of Compliance   * If the authorizer does have a dispute resolution policy, the petition describes how the school will follow it. * If the authorizer does not have a dispute resolution policy, the petition describes a process for the school and the authorizer to settle disputes relating to the provisions of the charter. |  |  |
| 1. The process by which charter will resolve internal complaints and disputes | Evidence of Compliance   * The petition describes the process of resolving internal complaints and disputes. * The petition includes Uniform Complaint procedures and description of how this process is communicated to parents, staff, and the community. |  |  |
| 1. 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 | Assurance   * 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. |  |  |
| 1. 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. | Assurance   * 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. |  |  |
| **Notes** | | | |

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Description automatically generated with low confidence*Element O (15): Closure Procedures

***“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Education Code § 47605 subd. (c)(5)(O).)***

The Petition Describes, At Minimum

| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Did Not Meet Evaluation Standard** | **Page** |
| --- | --- | --- | --- |
| 1. The procedures to be used if the charter school closes. | Evidence of Compliance   * If the authorizer ***does*** have school closure procedures, includes the following:   + How the charter school will follow the authorizer’s school closure policies and who is the responsible entity/person for conducting closure-related activities. * If the authorizer ***does not*** have school closure procedures, includes the following:   + the procedures to be used if the charter school closes, including:     - Who is the responsible entity/person for conducting closure-related activities?     - Process for submission of final financial reports, expenditure reports for entitlement grants, and the filing of any required final expenditure and performance reports. * All petitions should include the following:   + 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.   + A process for ensuring a final audit of the charter school, including the following:   + the disposition of the charter school’s assets,   + plans for disposing net assets, and   + the transfer and maintenance of personnel records in accordance with applicable law. |  |  |
| 1. 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. | Evidence of Compliance   * The petition includes the maintenance plan for pupil records, the manner in which parents/guardians may obtain copies of pupil records if the charter school closes, and how information will be preserved and transferred. |  |  |
| 1. A process of how charter will ensure a final audit of the charter school, including:    * the disposition of the charter school's assets    * plans for disposing net assets    * The transfer and maintenance of personnel records in accordance with applicable law | Evidence of Compliance   * The petition describes how it will ensure a final audit and addresses all three criteria. |  |  |
| 1. An assurance the audit will be conducted within six months of closure. | Assurance   * The audit will be conducted within six months of closure. |  |  |
| **Notes** | | | |

Element P (16): Charter School Location *(for countywide schools)*

***“The location of each charter school facility that the petitioner proposes to operate.” (Education Code § 47605.6* *subd. (b)(5)(D).)***

Provide this information in this section and in the “Facilities” section under “Supplemental Criteria.”

The Petition Describes, At Minimum

| **Criteria** | **Indicators (Compliance, Quality, or Assurance)** | **Met/Did Not Meet Evaluation Standard** | **Page** |
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| 1. The location of each charter school facility. | Evidence of Compliance   * Provides location of each charter school facility. * Provides notice to school district where facilities will be located. |  |  |
| **Notes** | | | |

Using the information garnered in this rubric, District staff are now ready to evaluate the petition and whether it meets statutory requirements for approval. See the “Overview of Initial Petition Review” and the “Findings of Fact” document for guidance on the legal standards for approval and denial.

1. The University of California (UC) and the California State University (CSU) systems have established a uniform minimum set of courses required for admission as a freshman. The UC maintains public [“a-g” course lists](https://hs-articulation.ucop.edu/agcourselist#/list/search/institution) that provide complete information about the high school courses approved for admission to the university. In addition to the required courses, California public universities have other [requirements](http://admission.universityofcalifornia.edu/freshman/requirements/index.html) for admission as a freshman. For more information, see [here](https://www.cde.ca.gov/ci/gs/hs/hsgrtable.asp) . [↑](#footnote-ref-1)
2. Integrated ELD is instruction in which the CA ELD standards are used in tandem with the state-adopted academic content standards. (5 CCR § 11300(c)c).

   Designated ELD is instruction provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards. During Designated ELD, English learners develop critical English language skills necessary for accessing academic content in English. (5 CCR § 11300(a)a). [↑](#footnote-ref-2)
3. Reclassification is the process whereby a student is reclassified from English learner status to fluent English proficient (RFEP) status.  [↑](#footnote-ref-3)
4. As described in the Petition Template, the references to governing boards are intended for non-profit public benefit corporations. [↑](#footnote-ref-4)
5. Sources: Blue Avocado, Bylaws Checklist, available at <https://blueavocado.org/board-of-directors/bylaws-checklist/?gclid=EAIaIQobChMIkKTYzIjp6wIVErbICh0x8QwhEAAYASAAEgImNfD_BwE>; Education Board Partners, Bylaws, The Essential Ingredients for Good Bylaws, available at https://charterschoolcenter.ed.gov/sites/default/files/files/field\_publication\_attachment/The\_Essential\_Ingredients\_for\_Good\_Bylaws-2.pdf; Knowledge base What are nonprofit bylaws? Where can I find samples?, available at <https://learning.candid.org/resources/knowledge-base/nonprofit-bylaws/> [↑](#footnote-ref-5)
6. Education Board Partners, Governance Best Practices for Highly Effective Charter School Boards, available at http://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/09/Paper-Goverance-Best-Practices-for-Highly-Effective-Charter-School-Boards.pdf [↑](#footnote-ref-6)
7. Education Board Partners, Governance FAQs, available at

   https://charterschoolcenter.ed.gov/sites/default/files/files/field\_publication\_attachment/Governance%20FAQs.pdf [↑](#footnote-ref-7)
8. California Department of Education, Family Engagement Toolkit, available at https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf [↑](#footnote-ref-8)
9. California Department of Education, Family Engagement Toolkit, available at https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf [↑](#footnote-ref-9)
10. Per 20 U.S.C. § 6826(c); Education Code §§ 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, and 44253.10; *Castañeda v. Pickard*, 648 F.2d 989, 1012–13 (5th Cir. 1981), cited in English Learner 2020-2021 Program Instrument (California Department of Education, June 2020) [↑](#footnote-ref-10)
11. Per *Castañeda v. Pickard*, 648 F.2d 989, 1012–13 (5th Cir. 1981), cited in English Learner 2020-2021 Program Instrument (California Department of Education, June 2020); see also requirements per 20 U.S.C. § 6825(c)(2)(A–D). [↑](#footnote-ref-11)
12. Neill, P. (2019). [Student Discipline Best Practices for Charter Schools to Employ](mailto:https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwinna2PsOLsAhVJSK0KHXB8CtgQFjAAegQIAhAC&url=https%3A%2F%2Fwww.ncsecs.org%2Fpublication%2Fdiscipline-best-practices%2F&usg=AOvVaw0Z5DgXqB8mBX_L6pKgdtM5). The National Center for Special Education for Charter Schools.

    [Discipline Procedures for Students in Charter Schools, FAQs](mailto:https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjauOnDsOLsAhUFd6wKHf4gDaEQFjAAegQIAxAC&url=https%3A%2F%2Fwww.ccsa.org%2FCCSADisciplinePoliciesandProceduresFAQ.pdf&usg=AOvVaw2g4qZJlbMJFz7DS0vus54y), June 2014. California Charter Schools Association. Safal Partners: Kim, S. (2016). [Charter School Discipline Toolkit: A Toolkit for Charter School Leaders](mailto:https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjbwJPXsOLsAhUygK0KHcWTDTUQFjAAegQIBhAC&url=https%3A%2F%2Fcharterschoolcenter.ed.gov%2Fsites%2Fdefault%2Ffiles%2Ffiles%2Ffield_publication_attachment%2FNCSRC%2520Chart?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjbwJPXsOLsAhUygK0KHcWTDTUQFjAAegQIBhAC&url=https%3A%2F%2Fcharterschoolcenter.ed.gov%2Fsites%2Fdefault%2Ffiles%2Ffiles%2Ffield_publication_attachment%2FNCSRC%2520Chart). (Note: this is previous NCSRC resource.) [↑](#footnote-ref-12)