**Governance Review**

***(Independent of the Document Repository)***

**Consultants:** This document is intended as a reference tool. Notes may be summarized here before entering the draft Annual Performance Progress Report or summarized directly in relevant sections of the draft Annual Report.If used as a note-taking resource, please store it according to CCAP procedures.

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Reviewed: \_\_\_\_\_\_\_\_**

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| ***Directions:*** *Reviewers may look for all or select items each school year. Observations help to validate a charter school board’s capacity to serve the public interest. Items marked with an \* are best suited for interviews.****Respond for the current year with Y, N,*** *or* ***NO (Not Observed).*** |
| **CAPACITY** |
|  | Governing board members respond reasonably to the following questions using valid examples.\*Is the charter school operating and governed effectively?\*Is the charter school’s education program a success?\*Is the charter school financially viable?\*Is the charter school serving public policy purposes? |
|   | The president of the governing board effectively leads and manages meetings. |
|   | The governing board fully understands the bylaws and their implications. |
|   | The governing board follows the bylaws for regular meetings and committees. |
|   | The governing board effectively addresses all necessary and required business in the time allotted. |
|   | The governing board follows a process that ensures parents, teachers, and staff may provide input regarding the effectiveness of the Charter School. |
|   | The governing board demonstrates an understanding of and follows the Brown Act. |
|  | **\***The governing board conducts a self-evaluation of board effectiveness. |
| **Noted Areas of Strength** |
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| **Noted Areas of Concern** |
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| **ORGANIZATIONAL MANAGEMENT** |
|   | **\***Governing Board members understand their role in developing, supporting, and evaluating the Charter School Leader. |
|   | **\***The Charter School leadership team understands its role in effective governance. |
|   | The Charter School Leader and the Governing Board have a strong working relationship. |
| **Noted Areas of Strength** |
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| **Noted Areas of Concern** |
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| **COMPOSITION** |
|   | The governing board represents the diversity of the community and charter school population. |
|   | The governing board is free of real or perceived conflicts of interest. If applicable, staff abstains from votes that create a conflict of interest. |
|  | **\***The Governing Board follows a process for filling vacancies. |
| **Noted Areas of Strength** |
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| **Noted Areas of Concern** |
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| **FIDUCIARY RESPONSIBILITY** |
|   | Is the Governing Board equipped to execute its fiduciary responsibility regarding the disbursement of public funds? |
|   | Does the Governing Board demonstrate an understanding of the annual budget and knowledge of the charter school's short—and long-term financial outlook? |
| **Noted Areas of Strength** |
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| **Noted Areas of Concern** |
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