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| **Initial Charter Petition** |  |
| **Charter Material Revision** |  |
| **Charter Renewal** |  |
| **On Appeal** |  |
| Education Code § 47605 | |
|  | |

Jon R. Gundry, County Superintendent of Schools

**CHARTER REVIEW MATRIX**

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| --- | --- | --- | --- |
| **Proposed Charter School** | **Petitioner Contact Information** | **Petition Review Timeline** | |
| Name of Proposed Charter School: | Name: | **Petition Received:** |  |
| Location of Proposed School(s): | Title: | **Public Hearing:**  (30 days from receipt) |  |
| Grade Level: | Phone/Cell: | **Board Decision:**  (60 days from receipt) |  |
| District of Proposed Charter School: | Email: | 🞎 **30 day extension granted**  (60 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE) | |

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|  | **REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(5)** | | | | |
|  | | **Yes** | **No** | **N/A** | **Page** |
| **** | The charter school presents a sound educational program? |  |  |  |  |
| **** | The petitioners are demonstrably unlikely to successfully implement the program? |  |  |  |  |
| **** | The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)? |  |  |  |  |
| **** | The initial review finds that the petition has included all of the required elements (A-P)? |  |  |  |  |

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|  | **REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)** | | | | |
|  | | **Yes** | **No** | **N/A** | **Page** |
|  | **REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)** | | | | |
| • 50% of parents/guardians of number of students expected to attend | |  |  |  |  |
| OR | | | | | |
| • 50% of the number of teachers expected to teach at the charter school during its 1st year | |  |  |  |  |

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|  | **NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)** | | | | |
|  | | **Yes** | **No** | **N/A** | **Page** |
| **** | The petition acknowledges that should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to:   * The department (California Department of Education) * State Board of Education |  |  |  |  |

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|  | **REQUIRED AFFIRMATIONS: Education Code § 47605(d)(1)** | **Yes** | **No** | **N/A** | **Page** |
| ****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 ethnicity, national origin, gender or disability | |  |  |  |  |

**Instructions to Review Team:** This checklist is designed to guide the review of charter school petitions.

Your comments are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

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| *Legend:* | |
|  | * *Required to be included in charter petition and/or Memorandum of Understanding.* * *Applies to Petition Renewals* |
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|  | | | | **CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal (CCR) Title 5 Section 11966.4** | | | | | | | | | | | | | | |
|  | | | | | | | | | | **Yes** | | | **No** | | **N/A** | | **Page** | |
| **** | | | | Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school | | | | | |  | | |  | |  | |  | |
| **** | | | | Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter | | | | | |  | | |  | |  | |  | |
| **** | | | | Academic performance data reports showing increases in pupil academic achievement for all groups; LCAP and annual updates | | | | | |  | | |  | |  | |  | |
| **** | | | | Annual visits and annual reports, including correcting and deficiencies identified curing annual reviews and visits. | | | | | |  | | |  | |  | |  | |
| **** | | | | Inspections or observations of any part of the charter school at any time | | | | | |  | | |  | |  | |  | |
|  | | | | Strengths: | | | | | |  | | |  | |  | |  | |
|  | | | | Areas of Concerns: | | | | | |  | | |  | |  | |  | |
|  | | | | Conclusions | | | | | |  | | |  | |  | |  | |
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| **DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-P)** | | | | | | | | | | | | | | | | | | | |
| **A** | | **Educational Program** | | | | | | | **Evidence** | | | | | **Addressed in Petition** | | | | **Page** | |
|  | |  | | | | | | |  | | | | |  | | | |  | |
| **** | | **1. Targeted School Populations** | | | | | | |  | | | | |  | | | |  | |
|  | |  | | | | Age, grade levels and number of students | | |  | | | | |  | | | |  | |
|  | |  | | | | * Number of students per class room | | |  | | | | |  | | | |  | |
|  | |  | | | | * Maximum enrollment predicted for school | | |  | | | | |  | | | |  | |
|  | |  | | | | Type of desired student populations | | |  | | | | |  | | | |  | |
|  | |  | | | | * States whether school will enroll students from outside the district (if submitted as an appeal previously denied by a district) | | |  | | | | |  | | | |  | |
|  | |  | | | | * States whether school will enroll students from outside the county | | |  | | | | |  | | | |  | |
| **** | | **2. Attendance** | | | | | | |  | | | | |  | | | |  | |
|  | |  | | | | * Describes whether multiple sites will be included | | |  | | | | |  | | | |  | |
|  | |  | | | | * Indicates proposed opening date(s) | | |  | | | | |  | | | |  | |
|  | | Attendance requirements | | | | | | |  | | | | |  | | | |  | |
|  | |  | | | | * Includes length of school day and year | | |  | | | | |  | | | |  | |
|  | |  | | | | * Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted | | |  | | | | |  | | | |  | |
| **** | | **3. What it Means to be an Educated Person in the 21st Century** | | | | | | |  | | | | |  | | | |  | |
| **** | |  | | | | Objective of enabling pupils to become self-motivated, competent, lifelong learners | | |  | | | | |  | | | |  | |
|  | |  | | | | Clear list of general academic skills and qualities important for an educated person | | |  | | | | |  | | | |  | |
| **** | | **4. Description of How Learning Best Occurs** | | | | | | |  | | | | |  | | | |  | |
|  | |  | | | | Persuasive instructional design | | |  | | | | |  | | | |  | |
|  | |  | | | | * Broad outline (not entire scope and sequence) of the curriculum content | | |  | | | | |  | | | |  | |
|  | |  | | | | * Description of instructional approaches and strategies | | |  | | | | |  | | | |  | |
|  | |  | | | | * Description of learning environment (e.g. traditional, independent study) | | |  | | | | |  | | | |  | |
|  | |  | | | | Proposed program strongly aligned to school's mission | | |  | | | | |  | | | |  | |
|  | |  | | | | Affirmation or description of curriculum aligned to student performance standards | | |  | | | | |  | | | |  | |
|  | |  | | | | Outline of plan or strategy to support students not meeting pupil outcomes | | |  | | | | |  | | | |  | |
|  | |  | | | | Instructional design or strategies based upon successful practice or research | | |  | | | | |  | | | |  | |
|  | |  | | | | Instructional strategies for special education, English learners, etc. | | |  | | | | |  | | | |  | |
|  | |  | | | | Proposed program/curriculum reflects a focus on adopted CCSS and NGSS | | |  | | | | |  | | | |  | |
|  | |  | | | | Educational Program describes professional development for teachers | | |  | | | | |  | | | |  | |
|  | |  | | | | Minimal instructional time | | |  | | | | |  | | | |  | |
|  | |  | | | | Includes school calendar | | |  | | | | |  | | | |  | |
| **** | | **5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)** | | | | | | |  | | | | |  | | | |  | |
| **** | | **6. English Learner Services** | | | | | | |  | | | | |  | | | |  | | |
|  | | All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law. | | | | | | |  | | | | |  | | | |  | | |
|  | | Staff members providing English Learner Services are appropriately credentialed. | | | | | | |  | | | | |  | | | |  | | |
|  | | A description of the manner in which students are identified as requiring English Learner Services | | | | | | |  | | | | |  | | | |  | | |
|  | | A description of the process for reclassification of English Leaners | | | | | | |  | | | | |  | | | |  | | |
|  | | An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.) | | | | | | |  | | | | |  | | | |  | | |
|  | | References to curriculum and materials that will be utilized in the instruction of English Learners | | | | | | |  | | | | |  | | | |  | | |
|  | | Petition tells how English Learners will be reclassified and how English Learners will be monitored | | | | | | |  | | | | |  | | | |  | | |
|  | **Strengths:** | | | | | | | |  | | | | |  | | | |  | | |
|  | **Areas of Concerns** | | | | | | | |  | | | | |  | | | |  | | |
|  | **Conclusions** | | | | | | | |  | | | | |  | | | |  | | |
| **** | | **7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 2052** | | | | | | |  | | | | |  | | | |  | | |
|  | | Charter includes language that assures compliance with LCFF/LCAP | | | | | | |  | | | | |  | | | |  | | |
|  | | Describes **annual goals for all pupils and for each subgroup of pupils identified** in EC 52052 to be achieved in each of the **8 state priorities**, as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school. | | | | | | |  | | | | |  | | | |  | | |
|  | | A. Conditions of Learning | | | | | | |  | | | | |  | | | |  | | |
|  | |  | | | | | (Priority 1) Basic Needs | |  | | | | |  | | | |  | | |
|  | |  | | | | | (Priority 2) Implementation of State Standards | |  | | | | |  | | | |  | | |
|  | |  | | | | | (Priority 7) Course Access | |  | | | | |  | | | |  | | |
|  | | B. Pupil Outcomes | | | | | | |  | | | | |  | | | |  | | |
|  | |  | | | | | (Priority 4) Pupil Achievement (College and Career) | |  | | | | |  | | | |  | | |
|  | |  | | | | | (Priority 8) Other Pupil Outcomes | |  | | | | |  | | | |  | | |
|  | | C. Engagement | | | | | | |  | | | | |  | | | |  | | |
|  | |  | | | | | (Priority 3) Parental Involvement | |  | | | | |  | | | |  | | |
|  | |  | | | | | (Priority 5) Pupil Engagement | |  | | | | |  | | | |  | | |
|  | |  | | | | | (Priority 6) School Climate | |  | | | | |  | | | |  | | |
|  | | Provides specific annual actions to achieve these goals for each of the subgroups listed below: | | | | | | |  | | | | |  | | | |  | | |
|  | | Racial/Ethnic groups | | | | | | |  | | | | |  | | | |  | | |
|  | | Low-income students, including homeless students | | | | | | |  | | | | |  | | | |  | | |
|  | | English learners | | | | | | |  | | | | |  | | | |  | | |
|  | | Students with disabilities | | | | | | |  | | | | |  | | | |  | | |
|  | | Foster youth | | | | | | |  | | | | |  | | | |  | | |
| **** | | | **8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)** | | | | | |  | | | | |  | | | |  | | |
|  | | | If serving high school students, describes how district/charter school informs parents of: | | | | | |  | | | | |  | | | |  | | |
|  | | | Transferability of courses to other public high schools; and | | | | | |  | | | | |  | | | |  | | |
|  | | | Eligibility of courses to meet college entrance requirements | | | | | |  | | | | |  | | | |  | | |
|  | | | Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements) | | | | | |  | | | | |  | | | |  | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | | |
| **B** | | | **Measurable Student Outcomes - “Exit Outcomes” or “Graduation Standards”** | | | | | **Evidence** | | | | **Addressed in Petition** | | | | **Page** | | | | |
|  | | |  | | | | |  | | | |  | | | |  | | | | |
| **** | | | **Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.** | | | | |  | | | |  | | | |  | | | | |
|  | | | How pupil outcomes will address state content and performance standards in core academics. | | | | |  | | | |  | | | |  | | | | |
|  | | | Exit outcomes include acquisition of academic and non-academic skills. | | | | |  | | | |  | | | |  | | | | |
|  | | | Concise (one page) list of exit outcomes encompass specific skills, not too vague. | | | | |  | | | |  | | | |  | | | | |
|  | | | Affirmation that "benchmark" skills and specific classroom-level skills will be developed. | | | | |  | | | |  | | | |  | | | | |
|  | | | Affirmation/description that exit outcomes will align to mission, curriculum and assessments. | | | | |  | | | |  | | | |  | | | | |
|  | | | Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the “A–G” requirements. | | | | |  | | | |  | | | |  | | | | |
|  | | | Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc. | | | | |  | | | |  | | | |  | | | | |
|  | | | Acknowledges that exit outcomes and performance goals may need to be modified over time. | | | | |  | | | |  | | | |  | | | | |
|  | | | If high school, graduation requirements defined. | | | | |  | | | |  | | | |  | | | | |
|  | | | If high school, WASC accreditation standards addressed. | | | | |  | | | |  | | | |  | | | | |
| **** | | | **LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified subgroups will meet performance goals that are stated in the charter** | | | | |  | | | |  | | | |  | | | | |
| **** | | | Statement that pupil achievement measurements will include the elements listed below: | | | | |  | | | |  | | | |  | | | | |
| **** | | | Alignment with state priorities 52060 (d) and description of **how** the charter will address all 8 state priorities | | | | |  | | | |  | | | |  | | | | |
| **** | | | 1. Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board. | | | | |  | | | |  | | | |  | | | | |
| **** | | | 1. The Academic Performance Index, as described in Section 52052 | | | | |  | | | |  | | | |  | | | | |
| **** | | | 1. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks, | | | | |  | | | |  | | | |  | | | | |
| **** | | | 1. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board. | | | | |  | | | |  | | | |  | | | | |
| **** | | | 1. The English learner reclassification rate. | | | | |  | | | |  | | | |  | | | | |
| **** | | | 1. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. | | | | |  | | | |  | | | |  | | | | |
| **** | | | 1. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program. | | | | |  | | | |  | | | |  | | | | |
| **For Charter Renewal, EC 47607 (a)(3)(A) defines the most important factor is the increase in pupil academic achievement for all groups of students served by the charter school. The Minimum Threshold for Student Achievement:** | | | | | | | | | | | | | | | | | | | | |
| **** | | | | | 1. Attained its API growth target in the prior year, or in two of the last three years both school-wide and for all groups of pupils served (Also 3 yr. average during SBAC transition)   EC 52052 (e) proxies include  I. Most recent API calculation  II. Average of 3 most recent API calculations  III. Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant student groups. | | | | | |  |  | | | |  | | | | |
| **** | | | | | 1. Ranked in deciles 4 to 10, inclusive, on the API in prior year or two of the last three years | | | | | |  |  | | | |  | | | | |
| **** | | | | | 1. Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior school year, or two of the last three years. | | | | | |  |  | | | |  | | | | |
| **** | | | | | 1. Academic Performance of the charter school is at least equal to the academic performance of the public schools that the charter schools would have otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population served | | | | | |  |  | | | |  | | | | |
| **** | | | | | 1. Qualified for an alternative accountability system (EC 52052) | | | | | |  |  | | | |  | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | | |
| **Conclusions:** | | | | | | | | | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- |
| **C** | **The Method by Which Pupil Progress in Meeting Outcomes Will be Measured** | **Evidence** | **Addressed in Petition** | **Page** |
|  |  |  |  |  |
|  | At least one assessment method or tool listed for each of the exit outcomes |  |  |  |
|  | Assessments include multiple, valid and reliable measures using traditional/ alternative tools |  |  |  |
|  | Chosen assessments are appropriate for standards and skills they seek to measures |  |  |  |
|  | Affirmation/description of how assessments align to mission, exit outcomes, and curriculum |  |  |  |
|  | Describes minimal required performance level necessary to attain each standard |  |  |  |
|  | Outlines a plan for collecting, analyzing and reporting student/school performance data |  |  |  |
| **** | **LCFF/LCAP Assurance that methods of assessment are aligned with measureable student outcomes** |  |  |  |
| **** | 1. Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment. |  |  |  |
| **** | 1. Include the annual assessment tools as required by state and federal assessments (CAASPP, CELDT, etc.) |  |  |  |
| **** | 1. Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school’s educational program. |  |  |  |
| **** | 1. Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis |  |  |  |
| **** | 1. Committed plan to share performance information with students, families and public agencies |  |  |  |
| **Strengths:** | | | | |
| **Areas of Concern:** | | | | |
| **Conclusions** | | | | |
| **D** | **Governance Structure of School (Including Parental Involvement)** | **Evidence** | **Addressed in Petition** | **Page** |
|  |  |  |  |  |
| **** | Describes what role parents have in the governance of the school |  |  |  |
| **** | Describes key features of governing structure (usually a board of directors) such as: |  |  |  |
|  | * Size/composition of board |  |  |  |
|  | * Board committees or advisory councils |  |  |  |
|  | * Board's scope of authority/responsibility/conflict of interest |  |  |  |
| **** | Status as a non-profit or public school |  |  |  |
| **** | If non-profit, provisions for liability of debts |  |  |  |
|  | Has set of, proposed bylaws, policies or similar documents |  |  |  |
|  | Initial governing board members identified by name or the process used to select them |  |  |  |
|  | Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter |  |  |  |
| **** | Demonstrates compliance with Brown Act |  |  |  |
| **** | Annual Review and Revision of the Local Control Accountability Plan (LCAP). |  |  |  |
| **Strengths:** | | | | |
| **Areas of Concern:** | | | | |
| **Conclusions** | | | | |

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| **i** | | **Special Education/SELPA** | | | | | | **Evidence** | | | | **Addressed in Petition** | | | | **Page** | | | |
|  | |  | | | | | |  | | | |  | | | |  | | |
| **** | | Identifies whether or not in an independent LEA for special education purposes | | | | | |  | | | |  | | | |  | | | |
| **** | | Consulted with the Santa Clara County SELPA Director | | | | | |  | | | |  | | | |  | | | |
|  | | * Discussed special education responsibilities of charter | | | | | |  | | | |  | | | |  | | | |
|  | | * Discussed application of SELPA policies | | | | | |  | | | |  | | | |  | | | |
| **** | | In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures | | | | | |  | | | |  | | | |  | | | |
|  | | * Includes fiscal allocation plan | | | | | |  | | | |  | | | |  | | | |
| **** | | If charter not an independent LEA: | | | | | |  | | | |  | | | |  | | | |
|  | | * Clarifies in charter the responsibilities of each party for service delivery | | | | | |  | | | |  | | | |  | | | |
|  | | * Referral | | | | | |  | | | |  | | | |  | | | |
|  | | * Assessment | | | | | |  | | | |  | | | |  | | | |
|  | | * Instruction | | | | | |  | | | |  | | | |  | | | |
|  | | * Due Process | | | | | |  | | | |  | | | |  | | | |
|  | | * Agreements describing allocation of actual and excess costs | | | | | |  | | | |  | | | |  | | | |
|  | | * Charter fiscally responsible for fair share of any encroachment on general funds | | | | | |  | | | |  | | | |  | | | |
| **** | | If charter is LEA within County SELPA | | | | | |  | | | |  | | | |  | | | |
|  | | * Notifies SELPA Director of intent prior to February 1st of the preceding school year | | | | | |  | | | |  | | | |  | | | |
|  | | * Located within SELPA geographical boundaries | | | | | |  | | | |  | | | |  | | | |
|  | | * Provides current operating budget in accordance with Ed Code **§** 42130 and **§** 42131 | | | | | |  | | | |  | | | |  | | | |
|  | | * Provides assurances that all be instructed in safe environment | | | | | |  | | | |  | | | |  | | | |
|  | | * Provides copy of original charter petition and any amendments | | | | | |  | | | |  | | | |  | | | |
|  | | * Responsible for any legal fees relating to application and assurances process | | | | | |  | | | |  | | | |  | | | |
|  | | * Meets the terms of the “Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12–13, Appendix A) | | | | | |  | | | |  | | | |  | | | |
|  | | * Meets the terms of all SELPA policies and procedures | | | | | |  | | | |  | | | |  | | | |
|  | | * Charter fiscally responsible for fair share of any encroachment on general funds | | | | | |  | | | |  | | | |  | | | |
| **** | | Petition includes the following assurances: | | | | | |  | | | |  | | | |  | | | |
|  | | * The charter will comply with all provisions of IDEA | | | | | |  | | | |  | | | |  | | | |
|  | | * No student will be denied admission based on disability or lack of available services | | | | | |  | | | |  | | | |  | | | |
|  | | * The charter will include a description of the school’s SST process as it relates to identification of students who may qualify for Special Education | | | | | |  | | | |  | | | |  | | | |
| **** | | Staff members providing special education services are appropriately credentialed | | | | | |  | | | |  | | | |  | | | |
| **** | | Any facility used by the school does not present physical barriers that would limit an eligible student’s full participation in the educational and extracurricular programs | | | | | |  | | | |  | | | |  | | | |
| **** | | The charter school will assume full responsibility for appropriate accommodation to address the needs of any student | | | | | |  | | | |  | | | |  | | | |
| **** | | The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students’ district of residence | | | | | |  | | | |  | | | |  | | | |
| **** | | Specialized instruction and services available at the school | | | | | |  | | | |  | | | |  | | | |
| **** | | The provision of Designated Instruction and Services (DIS) | | | | | |  | | | |  | | | |  | | | |
| **** | | Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE | | | | | |  | | | |  | | | |  | | | |
| **** | | The procedures for ensuring that students are referred, assessed and served in a timeline manner | | | | | |  | | | |  | | | |  | | | |
| **** | | A description of the school’s “Search and Service” procedures | | | | | |  | | | |  | | | |  | | | |
| **** | | The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school. | | | | | |  | | | |  | | | |  | | | |
| **** | | Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school | | | | | |  | | | |  | | | |  | | | |
|  | | Overview of how special education funding and services will be provided by: | | | | | |  | | | |  | | | |  | | | |
|  | | * Charter School | | | | | |  | | | |  | | | |  | | | |
|  | | * Charter Granting Agency | | | | | |  | | | |  | | | |  | | | |
|  | | * SELPA | | | | | |  | | | |  | | | |  | | | |
| **** | | Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school | | | | | |  | | | |  | | | |  | | | |
| **ii** | | **Implementation of Section 504 of the Rehabilitation Act** | | | | | | **Evidence** | | | | **Addressed in Petition** | | | | **Page** | | | |
| **** | | All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act | | | | | |  | | | |  | | | |  | | | |
| **** | | No student “otherwise eligible to enroll in the charter school” will be denied enrollment due to disability, or the charter school’s inability to provide necessary services | | | | | |  | | | |  | | | |  | | | |
| **** | | All staff members providing services to the student are familiar with the identified needs of the student | | | | | |  | | | |  | | | |  | | | |
| **** | | Any facility used by the school does not present physical barriers limiting eligible students’ full participation in the educational and extracurricular program | | | | | |  | | | |  | | | |  | | | |
| **** | | The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student’s district of residence | | | | | |  | | | |  | | | |  | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | |
| **E** | | | **Qualifications to be Met by Individuals to be Employed by The School** | | **Evidence** | | | | | **Addressed in Petition** | | | | **Page** | | | | | | |
|  | | |  | |  | | | | |  | | | |  | | | | | | |
|  | | | Identifies roles and functions of staff members (including…)   * Job Descriptions for Positions * Identifies key staff positions with the charter school | |  | | | | |  | | | |  | | | | | | |
|  | | | Process for staff selection | |  | | | | |  | | | |  | | | | | | |
|  | | | Procedure for adequate background checks | |  | | | | |  | | | |  | | | | | | |
|  | | | Salaries and benefits for all employees | |  | | | | |  | | | |  | | | | | | |
|  | | | Measures of assessment of performance | |  | | | | |  | | | |  | | | | | | |
|  | | | Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff. | |  | | | | |  | | | |  | | | | | | |
| **** | | | Defines “core, college preparatory” teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit)   * Identifies whether these teachers will teach only within the restrictions of their credentials | |  | | | | |  | | | |  | | | | | | |
|  | | | Verification that teachers and paraprofessionals who are required to be certified are “highly qualified” as required by the federal No Child Left Behind Act | |  | | | | |  | | | |  | | | | | | |
|  | | | Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications | |  | | | | |  | | | |  | | | | | | |
|  | | | The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others) | |  | | | | |  | | | |  | | | | | | |
|  | | | Statement of acknowledgment that all employees, even if not public, are subject to state and federal employment laws | |  | | | | |  | | | |  | | | | | | |
|  | | | Explains how teachers will learn the curricula | |  | | | | |  | | | |  | | | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | | |
| **F** | | | **Health and Safety Procedures** | | **Evidence** | | | | | **Addressed in Petition** | | | | **Page** | | | | | | |
|  | | |  | |  | | | | |  | | | |  | | | | | | |
| **** | | | Affirms that each employee will furnish the school with a criminal record summary | |  | | | | |  | | | |  | | | | | | |
|  | | | Outlines specific health and safety practices addressing such key areas as: | |  | | | | |  | | | |  | | | | | | |
|  | | | * Seismic safety (structural integrity and earthquake preparedness) | |  | | | | |  | | | |  | | | | | | |
|  | | | * Natural disasters and emergencies | |  | | | | |  | | | |  | | | | | | |
|  | | | * Immunizations, health screenings, administration of medications, employee TB testing | |  | | | | |  | | | |  | | | | | | |
|  | | | * Tolerance for use of drugs and/or tobacco | |  | | | | |  | | | |  | | | | | | |
|  | | | * Staff training on emergency and first aid response | |  | | | | |  | | | |  | | | | | | |
|  | | | * Description of the charter school’s safety plan and disaster preparedness plan | |  | | | | |  | | | |  | | | | | | |
|  | | | References/accompanied by more detailed set of health and safety related policies/procedures | |  | | | | |  | | | |  | | | | | | |
| **** | | | Method for conducting criminal background checks in potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony | |  | | | | |  | | | |  | | | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | | |
| **G** | | | **Means to Achieve a Reflective Racial and Ethnic Balance** | | **Evidence** | | | | | **Addressed in Petition** | | | | **Page** | | | | | | |
|  | | |  | |  | | | | |  | | | |  | | | | | | |
|  | | | Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic groups | |  | | | | |  | | | |  | | | | | | |
|  | | | * Describes the means by which the school will achieve, or has achieved, racial and ethnic balance which is reflected of the district/COE’s general student population | |  | | | | |  | | | |  | | | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | | |
| **H** | | | **Admissions Requirements** | | **Evidence** | | | | | **Addressed in Petition** | | | | **Page** | | | | | | |
|  | | |  | |  | | | | |  | | | |  | | | | | | |
| **** | | | Mandatory assurances regarding non-discriminatory admission procedures | |  | | | | |  | | | |  | | | | | | |
| **** | | | No contradiction of admissions requirements *re: conversion schools and public random drawings*   * Describes how random drawing will be conducted | |  | | | | |  | | | |  | | | | | | |
|  | | | Clearly describes admissions requirements, including any preferences   * Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference | |  | | | | |  | | | |  | | | | | | |
|  | | | Includes a copy of an annual parent/student contract, if available | |  | | | | |  | | | |  | | | | | | |
|  | | | Proposed admissions and enrollment process and timeline | |  | | | | |  | | | |  | | | | | | |
| *Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of race, gender, gender identity, gender expression, color, national origin or disability. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).* | | | | | | | | | | | | | | | | | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | | |
| **I** | | | **Financial Audit** | | **Evidence** | | | | | **Addressed in Petition** | | | | **Page** | | | | | | |
|  | | |  | |  | | | | |  | | | |  | | | | | | |
|  | | | Procedure to select and retain independent auditor | |  | | | | |  | | | |  | | | | | | |
|  | | | Qualifications of independent auditor | |  | | | | |  | | | |  | | | | | | |
|  | | | Audit will employ generally accepted accounting procedures | |  | | | | |  | | | |  | | | | | | |
|  | | | Describe specific scope of audit | |  | | | | |  | | | |  | | | | | | |
|  | | | Timing of audit and whom it will be sent to | |  | | | | |  | | | |  | | | | | | |
|  | | | Process for resolving audit exceptions to satisfaction of granting agencies | |  | | | | |  | | | |  | | | | | | |
|  | | | Describes manner in which the audit will be made public | |  | | | | |  | | | |  | | | | | | |
|  | | | Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year | |  | | | | |  | | | |  | | | | | | |
| Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137) | | | | | | | | | | | | | | | | | | | | |
| Describes services the charter intends to contract out to the district or another provider (if not included in a memorandum of understanding) | | | | | | | | | | | | | | | | | | | | |
| Describes manner in which audit exceptions and deficiencies will be resolved to the satisfaction of the authorizing board | | | | | | | | | | | | | | | | | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | | |
| **J** | | | **Pupil Suspension Expulsion** | | **Evidence** | | | | | **Addressed in Petition** | | | | **Page** | | | | | | |
|  | | |  | |  | | | | |  | | | |  | | | | | | |
|  | | | Student code of conduct and process by which this information is given to students and parents/guardians | |  | | | | |  | | | |  | | | | | | |
|  | | | Procedure for involving parents, students and staff in designing and implementing a discipline policy | |  | | | | |  | | | |  | | | | | | |
|  | | | Reference to a comprehensive set of student disciplinary policies OR detailed process by which student may be suspended or expelled | |  | | | | |  | | | |  | | | | | | |
|  | | | Describes disciplinary steps to be taken prior to suspension or expulsion | |  | | | | |  | | | |  | | | | | | |
|  | | | **Evaluation Criteria** [5CCR § 11967.5.1(f)(10)]  (A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners’ reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools. | |  | | | | |  | | | |  | | | | | | |
|  | | | (B) Identify the procedures by which pupils can be suspended or expelled. | |  | | | | |  | | | |  | | | | | | |
|  | | | (C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion. | |  | | | | |  | | | |  | | | | | | |
|  | | | (D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school’s pupils and their parents (guardians). | |  | | | | |  | | | |  | | | | | | |
|  | | | (E) If not otherwise covered under subparagraphs (A), (B), (C), and (D):   1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion. 2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion. | |  | | | | |  | | | |  | | | | | | |
|  | | | What educational alternative, if any, will be provided to students who were suspended or expelled | |  | | | | |  | | | |  | | | | | | |
|  | | | Describes who or what body will be responsible for final suspension/expulsion decisions | |  | | | | |  | | | |  | | | | | | |
|  | | | Describes appeal procedures | |  | | | | |  | | | |  | | | | | | |
|  | | | Identifies process by which the charter school will notify the superintendent of the school district of the expelled student’s last known address within 30 days and send a copy of student’s cumulative record, including transcripts of grades and health records to the school district | |  | | | | |  | | | |  | | | | | | |
|  | | | Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students | |  | | | | |  | | | |  | | | | | | |
|  | | | Policies balance students’ rights to due process with responsibility to maintain a safe learning environment | |  | | | | |  | | | |  | | | | | | |
|  | | | Explains how resident school district or COE will be involved in disciplinary matters | |  | | | | |  | | | |  | | | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | | |
| **K** | | | **Staff Retirement System** | | **Evidence** | | | | | **Addressed in Petition** | | | | **Page** | | | | | | |
|  | | |  | |  | | | | |  | | | |  | | | | | | |
| **** | | | Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so) | |  | | | | |  | | | |  | | | | | | |
|  | | | Relationship between teachers and district/county bargaining unit | |  | | | | |  | | | |  | | | | | | |
|  | | | Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined | |  | | | | |  | | | |  | | | | | | |
|  | | | Labor procedures which will be applied to employees | |  | | | | |  | | | |  | | | | | | |
|  | | | Process for resolving complaints/grievances | |  | | | | |  | | | |  | | | | | | |
|  | | | Process for ensuring due process | |  | | | | |  | | | |  | | | | | | |
|  | | | Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare | |  | | | | |  | | | |  | | | | | | |
|  | | | Process for staff recruitment, selection, evaluation and termination | |  | | | | |  | | | |  | | | | | | |
|  | | | Procedure for processing and monitoring credentials if required | |  | | | | |  | | | |  | | | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | | |
| **L** | | | **Attendance Alternatives** | | **Evidence** | | | | | **Addressed in Petition** | | | | **Page** | | | | | | |
|  | | |  | |  | | | | |  | | | |  | | | | | | |
| **** | | | States that students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives | |  | | | | |  | | | |  | | | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | | |
| **M** | | | **Description of Employee Rights** | | **Evidence** | | | | | **Addressed in Petition** | | | | **Page** | | | | | | |
|  | | |  | |  | | | | |  | | | |  | | | | | | |
| **** | | | Description of employee rights upon leaving school district | |  | | | | |  | | | |  | | | | | | |
|  | | | Acknowledgment whether collective bargaining contract in sponsor district will be controlling | |  | | | | |  | | | |  | | | | | | |
|  | | | Whether and how charter school staff may resume employment within the district | |  | | | | |  | | | |  | | | | | | |
|  | | | Sick/vacation leave (ability to carry it over to and from charter school) | |  | | | | |  | | | |  | | | | | | |
|  | | | Whether charter school staff will continue to earn service credit (tenure) in district while at charter school | |  | | | | |  | | | |  | | | | | | |
|  | | | How employees will be paid (e.g. salaried, hourly, etc.) | |  | | | | |  | | | |  | | | | | | |
|  | | | Describes employee benefits | |  | | | | |  | | | |  | | | | | | |
|  | | | Identifies intended employment status of charter school employees | |  | | | | |  | | | |  | | | | | | |
|  | | | Identifies whether the charter school will be responsible for the payment of social security and applicable taxes for charter school employees | |  | | | | |  | | | |  | | | | | | |
|  | | | Describes how rights will be communicated to prospective employees | |  | | | | |  | | | |  | | | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | | |
| **N** | | | **Dispute Resolution Process** | | **Evidence** | | | | | **Addressed in Petition** | | | | **Page** | | | | | | |
|  | | |  | |  | | | | |  | | | |  | | | | | | |
|  | | | Outlines a simple process for charter and granting agency to settle disputes | |  | | | | |  | | | |  | | | | | | |
|  | | | Process indicates whether it is binding on school or granting agency/fair process | |  | | | | |  | | | |  | | | | | | |
|  | | | Step by step process for identifying/framing dispute points | |  | | | | |  | | | |  | | | | | | |
|  | | | * Whether internal charter disputes may be brought to granting agency | |  | | | | |  | | | |  | | | | | | |
|  | | | * Identifies specific parties to be involved at each step | |  | | | | |  | | | |  | | | | | | |
|  | | | * Basic rules at each step | |  | | | | |  | | | |  | | | | | | |
|  | | | * Which results are binding | |  | | | | |  | | | |  | | | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | | |
| **O** | | | **Labor Relations** | | **Evidence** | | | | | **Addressed in Petition** | | | | **Page** | | | | | | |
|  | | |  | |  | | | | |  | | | |  | | | | | | |
|  | | | Whether charter or local school district will be employer for EERA purposes | |  | | | | |  | | | |  | | | | | | |
|  | | | If local district the employer, includes provisions clarifying charter's roles in collective bargaining | |  | | | | |  | | | |  | | | | | | |
|  | | | A declaration of whether charter school employees will be part of the collective bargaining unit in the sponsoring district | |  | | | | |  | | | |  | | | | | | |
|  | | | Statement that charter school employees who are part of the sponsoring district’s or county’s employee union will be employed under the terms of the district or country collective bargaining agreement | |  | | | | |  | | | |  | | | | | | |
|  | | | If the petitioners elect not to have charter school employees join the sponsoring district’s or county’s employee union, a declaration as to whether petitioners intend to organize and bargain as a separate unit. Note the charter employees are not required to engage in collective bargaining, but they have that right if they choose as a group to do so. | |  | | | | |  | | | |  | | | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | | |
| **P** | | | **Closure of Charter School** | | **Evidence** | | | | | **Addressed in Petition** | | | | **Page** | | | | | | |
|  | | |  | |  | | | | |  | | | |  | | | | | | |
|  | | | | Outlines an adequate process to be used if the charter school closes |  | | | | |  | | | |  | | | | | | |
|  | | | | Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records, including pupil records (per code) |  | | | | |  | | | |  | | | | | | |
|  | | | | What the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county |  | | | | |  | | | |  | | | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | | |
| **REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)** | | | | | | | | | | | | | | | | | | | |
| **i** | **Administrative Services** | | | | | **Evidence** | | | | **Addressed in Petition** | | | | | | | **Page** | | |
|  |  | | | | |  | | | |  | | | | | | |  | | |
| **** | Outlines an adequate process to be used if the charter school closes | | | | |  | | | |  | | | | | | |  | | |
|  | Process includes a final audit of the charter school that includes specific plans for disposition of any net assets and for the maintenance and transfer of pupil records | | | | |  | | | |  | | | | | | |  | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | |
| **ii** | **Civil Liability** | | | | | **Evidence** | | | | **Addressed in Petition** | | | | | | | **Page** | | |
|  |  | | | | |  | | | |  | | | | | | |  | | |
| **** | Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education? | | | | |  | | | |  | | | | | | |  | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | |
| **iii** | **Financial Plan** | | | | | **Evidence** | | | | **Addressed in Petition** | | | | | | | **Page** | | |
|  |  | | | | |  | | | |  | | | | | | |  | | |
|  | * First year operational budget includes: | | | | |  | | | |  | | | | | | |  | | |
|  | * + Start-up costs | | | | |  | | | |  | | | | | | |  | | |
|  | * + Cash flow for first three years | | | | |  | | | |  | | | | | | |  | | |
|  | * + Financial projections for first three years | | | | |  | | | |  | | | | | | |  | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | |
| **iv** | **Planning Assumptions** | | | | | **Evidence** | | | | **Addressed in Petition** | | | | | | | **Page** | | |
|  |  | | | | |  | | | |  | | | | | | |  | | |
|  | * Number/types of students | | | | |  | | | |  | | | | | | |  | | |
|  | * Number of staff | | | | |  | | | |  | | | | | | |  | | |
|  | * Teacher/student ratio | | | | |  | | | |  | | | | | | |  | | |
|  | * Facilities needs | | | | |  | | | |  | | | | | | |  | | |
|  | * Whether the charter school will participate in the National School Lunch Program | | | | |  | | | |  | | | | | | |  | | |
|  | * Costs of all major items are identified and within reasonable market ranges | | | | |  | | | |  | | | | | | |  | | |
|  | * Revenue assumptions in line with state and federal funding guidelines | | | | |  | | | |  | | | | | | |  | | |
|  | * Revenue from “soft sources” (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs | | | | |  | | | |  | | | | | | |  | | |
|  | * Timeline allows window for grant applications to be submitted and funded | | | | |  | | | |  | | | | | | |  | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | |
| **v** | **Start-Up Costs** | | | | | **Evidence** | | | | **Addressed in Petition** | | | | | | | **Page** | | |
|  |  | | | | |  | | | |  | | | | | | |  | | |
|  | * Clearly identifies most major start-up costs | | | | |  | | | |  | | | | | | |  | | |
|  | * + Staffing | | | | |  | | | |  | | | | | | |  | | |
|  | * + Facilities | | | | |  | | | |  | | | | | | |  | | |
|  | * + Equipment and Supplies | | | | |  | | | |  | | | | | | |  | | |
|  | * + Professional Services | | | | |  | | | |  | | | | | | |  | | |
|  | * Assumptions in line with overall school design plan | | | | |  | | | |  | | | | | | |  | | |
|  | * Identifies potential funding source that could or would fund these costs | | | | |  | | | |  | | | | | | |  | | |
|  | * Timeline allows for grant and fundraising | | | | |  | | | |  | | | | | | |  | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | |
| **vi** | **Annual Operating Budget** | | | | | **Evidence** | | | | **Addressed in Petition** | | | | | | | **Page** | | |
|  |  | | | | |  | | | |  | | | | | | |  | | |
|  | * Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes). | | | | |  | | | |  | | | | | | |  | | |
|  | * Revenue assumptions closely related to applicable state and federal funding formulas | | | | |  | | | |  | | | | | | |  | | |
|  | * Expenditure assumptions reflect school design plan | | | | |  | | | |  | | | | | | |  | | |
|  | * Expenditure assumptions reflect prevailing or market costs | | | | |  | | | |  | | | | | | |  | | |
|  | * “Soft” revenues (e.g. fund-raises and grants) are not critical to solvency | | | | |  | | | |  | | | | | | |  | | |
|  | * Strong reserve or projected ending balance (the larger of 2–5% of expenditure or $25,000) | | | | |  | | | |  | | | | | | |  | | |
|  | * If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance. | | | | |  | | | |  | | | | | | |  | | |
|  | * Budget clearly indicates restricted versus general operating/flexible funds. | | | | |  | | | |  | | | | | | |  | | |
|  | * Expenditure for sufficient insurance to name district as also insured/hold harmless agreement | | | | |  | | | |  | | | | | | |  | | |
|  | * Expenditure sufficient for reasonably expected legal services | | | | |  | | | |  | | | | | | |  | | |
|  | * Expenditure for Special Education excess costs consistent with current experience in county | | | | |  | | | |  | | | | | | |  | | |
|  | * Description of all insurance the charter school will purchase, complete with annual cost | | | | |  | | | |  | | | | | | |  | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | |
| **vii** | **Cash Flow Analysis** | | | | | | | | **Evidence** | | | | **Addressed in Petition** | | | | **Page** | | |
|  |  | | | | | | | |  | | | |  | | | |  | | |
|  | * Monthly projection of revenue receipts in line with state/federal funding disbursements | | | | | | | |  | | | |  | | | |  | | |
|  | * Expenditures projected by month and correspond with typical/reasonable schedules | | | | | | | |  | | | |  | | | |  | | |
|  | * Show positive fund balance each month and/or identify sources of working capital | | | | | | | |  | | | |  | | | |  | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | | |
| **viii** | | **Long-term Plan** | | | | | **Evidence** | | | | **Addressed in Petition** | | | | **Page** | | | | |
|  | |  | | | | |  | | | |  | | | |  | | |
|  | | * Projects revenues and expenditures for at least three additional years (in addition to first year budget). | | | | |  | | | |  | | | |  | | | | |
|  | | * Revenue assumptions based on reasonable potential growth in state and federal revenues | | | | |  | | | |  | | | |  | | | | |
|  | | * Revenue assumptions based on reasonable student growth projections | | | | |  | | | |  | | | |  | | | | |
|  | | * Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions. | | | | |  | | | |  | | | |  | | | | |
|  | | * Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits. | | | | |  | | | |  | | | |  | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | |
| **ix** | | **District Impact Statement** | | | | | **Evidence** | | | | **Addressed in Petition** | | | | **Page** | | | | |
|  | |  | | | | |  | | | |  | | | |  | | |
|  | | * Does the charter include an impact statement? | | | | |  | | | |  | | | |  | | | | |
|  | | * Provides estimated numbers of students anticipated to enroll | | | | |  | | | |  | | | |  | | | | |
|  | | * Identify whether or not will request district-owned facilities | | | | |  | | | |  | | | |  | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | |
| **x** | | **Grade Level, Geographic and Site Limitations** | | | | | **Evidence** | | | | **Addressed in Petition** | | | | **Page** | | | | |
|  | |  | | | | |  | | | |  | | | |  | | |
|  | | * Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district | | | | |  | | | |  | | | |  | | | | |
|  | | * + If not, does the Petition demonstrate any basis for an exception | | | | |  | | | |  | | | |  | | | | |
|  | | * Does the Petition identify where the school will operate | | | | |  | | | |  | | | |  | | | | |
|  | | * Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels | | | | |  | | | |  | | | |  | | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | |
| **xi** | | **Annual Financial Report** | | | | | | **Evidence** | | | | **Addressed in Petition** | | | | **Page** | | | |
|  | |  | | | | | |  | | | |  | | | |  | | |
|  | | * Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction. | | | | | |  | | | |  | | | |  | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | |
| **xii** | | **Facilities / Transportation** | | | | | | **Evidence** | | | | **Addressed in Petition** | | | | **Page** | | | |
|  | |  | | | | | |  | | | |  | | | |  | | |
|  | | * Specify where school intends to be located and describes facilities to be used by the charter school. | | | | | |  | | | |  | | | |  | | | |
|  | | * Present a written agreement (a lease or similar document) indicating the charter school’s right to use the principal school site identified by the petitioners for at least the first year of the charter school’s operation and evidence that the facility will be adequate for the charter school’s needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school’s right to use any ancillary facilities planned for use in the first year of operation. | | | | | |  | | | |  | | | |  | | | |
|  | | * Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. | | | | | |  | | | |  | | | |  | | | |
|  | | * Transportation arrangements, if any. (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.) | | | | | |  | | | |  | | | |  | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | |
| **xiii** | | **Insurance Coverage** | | | | | | **Evidence** | | | | **Addressed in Petition** | | | | **Page** | | | |
|  | |  | | | | | |  | | | |  | | | |  | | |
|  | | * Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings. | | | | | |  | | | |  | | | |  | | | |
|  | | * Liability of district/county to handle payments if charter school defaults:   • for schools organized pursuant to Non-Profit Benefit Corporation Law  • for schools not covered by Non-Profit Benefit Corporation Law  • AB 1994  • General Assurances “Boiler Plate” Language | | | | | |  | | | |  | | | |  | | | |
| **Strengths:** | | | | | | | | | | | | | | | | | | |
| **Areas of Concern:** | | | | | | | | | | | | | | | | | | |
| **Conclusions** | | | | | | | | | | | | | | | | | | |