**(SCHOOL VISITATION MATRIX)**



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| VISITATION REQUIREMENTS  [INCLUDING STATE AND FEDERAL REPORTING] | **SCHOOL:** | **DATE OF VISIT:** |
| ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION | | |

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| **REVIEWER:** | **Rodriguez-Quaid & Wong** |

1. **SCHOOL MISSION / OPENING**

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| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. There is evidence that the charter school is providing support and services that are consistent with its stated mission. |  |  |  |  |  |
| 1. Charter school opened in accordance with its calendar in an appropriate facility and serves students in appropriate grades. |  |  |  |  |  |

**SUMMARY ANALYSIS:**

1. **PARENT AND STAFF INVOLVEMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Process is in place that ensures that parents, teachers, and staff may provide input regarding the effectiveness of the charter school. |  |  |  |  |  |

**SUMMARY ANALYSIS:**

1. **EDUCATIONAL PROGRAM**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Charter school is following its curricular and instructional plan as presented in the approved charter petition. The plan has been updated to include the new requirements regarding Local Control Funding Formula (LCFF) and requirements to adopt a local control accountability plan (LCAP). Plan includes: 2. Implementing the Common Core State Standards (CCSS) 3. Improving student achievement, graduation rates, and school performance 4. Providing services for (numerically significant subgroups) English Learner (EL) students, low income (LI) students, students in foster care, and pupils with disabilities 5. Increasing student participation in college preparation, advances placement, and career technical education courses 6. Employing qualified teachers, providing sufficient instructional materials, and maintaining facilities 7. Providing opportunities for parent involvement |  |  |  |  |  |
| 1. Charter school staffing is sufficient to carry out the educational program.   Please refer to pages 17-18 for the list of requested documents |  |  |  |  |  |
| 1. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences. |  |  |  |  |  |
| 1. Charter school is implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition. |  |  |  |  |  |

**SUMMARY ANALYSIS:**

1. **SERVICES TO ENGLISH LEARNERS**

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| --- | --- | --- | --- | --- | --- |
| 1. ELD Program is well outlined and includes the following:  * Charter is implementing the 2012 ELD standards in alignment with the Common Core and Next Generation Science Standards * ELD is being taught both integrated and designated   + Designated ELD is scheduled during the day at a protected time implementing the CA. ELD standards as the focal standards   + Integrated ELD is used by all teachers with ELs in their classroom using the CA ELD Standards in tandem with the CA CCSS for ELA/Literacy and other content standards * Plan includes a process for measuring the effectiveness of the school’s program for ELs and how the results will help improve the program\* * LEA provides translations of notices, reports, statements, and records if 15 percent or more of pupils enrolled speak a single primary language other than English, (based on the annual language census data submitted to the CDE [EC 48985]).*Note: \* recommended practices* |  |  |  |  |  |

**SUMMARY ANALYSIS:**

1. **SPECIAL EDUCATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. School documents appropriate systems for screening, diagnosis, planning, placement, delivery of services, and monitoring progress for students eligible for special education; school maintains appropriate documentation for SELPA funding. |  |  |  |  |  |
| **SUMMARY ANALYSIS:** | | | | | |

1. **SERVICES TO SPECIAL POPULATIONS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Charter school has adopted policies and practices that indicate compliance with all laws related to the provision of special education, including the following: 2. Appropriate placement for students who are enrolling with IEPs. 3. Referral and assessment of students suspected of requiring special education and related services. 4. Compliance with timelines related to special education. |  |  |  |  |  |
| 1. Students who are identified eligible for special education are receiving services required by IEPs |  |  |  |  |  |
| 1. Charter school provides for the inclusion of all required members in IEP team meetings. |  |  |  |  |  |
| 1. Charter school has a plan for providing transportation for special education students who require this related service. |  |  |  |  |  |
| 1. Charter school has a process for determining a student’s eligibility for services under Section 504 of the Rehabilitation Act of 1973. |  |  |  |  |  |
| 1. Charter school develops and implements accommodation plans students eligible under Section 504. |  |  |  |  |  |
| 1. Charter school ensures special education funds are not used to serve students identified under Section 504. |  |  |  |  |  |
| 1. Students identified as eligible for special education and/or as English learners receiving services from teachers holding the required credentials, certificates, and or/authorizations. |  |  |  |  |  |
| 1. Charter school has upheld the assurances in their charter petition – listed in EC 47605 (d) stating that the charter school shall not discriminates against any pupil on the basis of ethnicity, national origin, gender or disability. |  |  |  |  |  |
| 1. Charter school immediately notifies the Superintendent of any pending or actual litigation and/or claim from any party of potential infraction, criminal or civil action against the School or any employee, Special Education complaint or due process, or request for information by any governmental agency. |  |  |  |  |  |

***NOTE: Charter schools that have joined an outside SELPA (El Dorado or Sonoma) must still comply with the above requirements. The Office of Innovative Schools (SCCOE) will be in communication with the outside SELPA. Please provide the following information:***

|  |  |
| --- | --- |
| Name of Charter: |  |
| Name of SELPA: |  |
| Name of Special Education Chair: |  |

**SUMMARY ANALYSIS:**

1. **CURRICULAR MATERIALS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Charter school uses state standards-based instructional materials (includes implementation plan for the new Common Core State Standards). |  |  |  |  |  |
| 1. Charter school uses instructional materials that address the specific needs of special education students. |  |  |  |  |  |
| 1. Charter school uses instructional materials that address the specific needs of English learners. |  |  |  |  |  |
| 1. Charter school refrains from using faith-based instructional materials. |  |  |  |  |  |

**SUMMARY ANALYSIS:**

1. **ONGOING ASSESSMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Charter school participates in State testing as required for all K-12 schools in California |  |  |  |  |  |
| 1. Review of State testing and past API data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607 (b). |  |  |  |  |  |
| 1. Charter school has submitted a school accountability report card (SARC) containing the required elements and posted to school’s website. |  |  |  |  |  |
| 1. Charter has incorporated multiple assessment measures as State transitions into new testing system. |  |  |  |  |  |
| 1. Student achievement data regularly reported to parents and staff. |  |  |  |  |  |
| 1. Charter school is implementing a plan for collecting, analyzing and reporting data on pupil achievement and using the data continually to monitor and improve its educational program. |  |  |  |  |  |

**SUMMARY ANALYSIS:**

**DOCUMENT REVIEW MATRIX**



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| AREA 1:  GENERAL REQUIREMENTS  [INCLUDING STATE AND FEDERAL REPORTING] | **SCHOOL:** | **DATE OF VISIT:** |
| ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION | | |

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| **REVIEWER:** | **Rodriguez-Quaid & Wong** |

1. **CHARTER SCHOOL EDUCATION CODE REQUIREMENTS / OTHER**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Y** | | **N** | | **N/A** | | **NOTES:** | | **FOLLOW-UP STEPS:** | |
| 1. Material revisions to the approved charter have been approved by the governing board of the charter school and the authorizing LEA. |  | |  | |  | |  | |  | |
| 1. Charter school has upheld the assurances in their charter petition – listed in EC 47605 (d) stating that the charter school: 2. Shall be nonsectarian in programs admission policies, employ practices, and all other operations. 3. Shall not charge tuition 4. Shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability 5. Shall admit all students who reside in California who wish to attend (up to the charter schools capacity based upon space, staff, or school policy.) 6. Shall determine by the public random drawing, which students, other than those already enrolled, will be allowed to enroll if the number of pupils who wish to attend the charter school exceeds the charter school’s capacity. 7. Shall notify the superintendent of the charter school district of the pupil’s last known address within 30 days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason. 8. Shall, upon request, provide the school district (LEA) with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. |  | |  | |  | |  | |  | |
| 1. Charter school immediately notifies the Superintendent of any pending or actual litigation and/or claim from any party of potential infraction, criminal or civil action against the School or any employee, Special Education complaint or due process, or request for information by any governmental agency. | |  | |  | |  | |  | |  |
| 1. Adequate site disaster plan in place; if at least 80 in-district students, facilities are reasonably equivalent to comparable district schools. | |  | |  | |  | |  | |  |
| **SUMMARY ANALYSIS:** | | | | | | | | | | |

1. **MEMORANDUM OF UNDERSTANDING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. There is a current MOU on file |  |  |  |  |  |
| 1. What school years does the current MOU cover? | XX/XX/XXXX TO XX/XX/XXXX | | | | |
| 1. Conditions of MOU are currently being met |  |  |  |  |  |
| **SUMMARY ANALYSIS:** | | | | | |

1. **ADMISSIONS REQUIREMENTS (PUBLIC RANDOM DRAWING / “LOTTERY”)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Date of Lottery for upcoming school year | XX/XX/XXXX | | | | | |
| 1. Description of process by which random drawing will be conducted |  | | | | | |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** | |
| 1. Lottery Process posted on school web site |  |  |  |  |  | |
| **SUMMARY ANALYSIS:** | | | | | |

1. **MEANS TO ACHIEVE REFLECTIVE RACIAL BALANCE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Charter has achieved racial and ethnic balance which is reflective of the district/COE’s general student population. |  |  |  |  |  |
| 1. Charter implements specific practices/policies likely to lead to a diverse applicant pool/enrollment. |  |  |  |  |  |
| **SUMMARY ANALYSIS:** | | | | | |



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| AREA 2:  GOVERNANCE | **SCHOOL:** | **DATE OF VISIT:** |
| ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION | | |

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| **REVIEWER:** | **Rodriguez-Quaid & Wong** |

1. **ORGANIZATIONAL MANAGEMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. There is a roster of governing board members. |  |  |  |  |  |
| **LIST ANY NEW ADDITIONS TO THE BOARD ROSTER:** | | | **DATES OF BOARD MEETINGS FOR CURRENT ACADEMIC YEAR:** | | |
|  | | |  | | |
| **SUMMARY ANALYSIS:** | | | | | |

1. **CAPACITY/COMPOSITION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Governing board is free of real or perceived conflicts of interest and has adopted a conflict of interest policy in accordance with Government Code Section 1090 or The Political Reform Act. |  |  |  |  |  |
| 1. Governing board represents strong diversity relevant to the community and the charter school population. |  |  |  |  |  |
| 1. Governing board complies with the California Political Reform Act. Each member identified as subject to disclosure has filed a Statement of Economic Interest- Form 700 (a copy is provided to the Office of Innovative Schools, SCCOE). 2. The Charter petition states how the charter intends to comply with the Public Reform Act. 3. Is there a list of individuals (and position titles) subject to conflict of interest disclosure? |  |  |  |  |  |
| 1. Governing board has approved the Local Control Accountability Plan (LCAP) - The LCAP is reviewed and updated annually 2. Revisions are sent to the authorizer by July 1, of each year. |  |  |  |  |  |
| **SUMMARY ANALYSIS:** | | | | | |

1. **STRUCTURE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Composition of the governing board is consistent with the approved charter. |  |  |  |  |  |
| 1. Governing board has governed in such a manner that there has been no cause for the authorizer to believe that the board either has too few or too many members to support effective governance. |  |  |  |  |  |
| **SUMMARY ANALYSIS:** | | | | | |

1. **MEETINGS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Governing board conducts public meetings as frequently as is needed to ensure that it addresses the business required to provide sufficient direction to the charter school, and its meetings comply with requirements of Brown Act. |  |  |  |  |  |
| 1. Governing board complies with the following: 2. Regularly scheduled meetings with appropriate public notice 3. Brown Act training and meeting compliance 4. Availability of meeting minutes 5. Verification of public postings of Board agenda |  |  |  |  |  |
| 1. Governing board has resolutions and board-adopted policies related to the following: 2. Conflict of Interest 3. Handbooks – parent, student, employee 4. Student and employee discipline and due process 5. Parent complaint resolution and due process |  |  |  |  |  |
| 1. Material revisions to the charter have been approved by the governing board. |  |  |  |  |  |
| **SUMMARY ANALYSIS:** | | | | | |



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| AREA 3:  EDUCATIONAL PROGRAM &  ONGOING ASSESSMENT | **SCHOOL:** | **DATE OF VISIT:** |
| ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION | | |

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| **REVIEWER:** | **Rodriguez-Quaid & Wong** |

1. **EDUCATIONAL PROGRAM**

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| 1. Parents of charter school high school students are informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. |  |  |  |  |  |
| 1. Charter school has requested accreditation through the Western Association of Schools and colleges (WASC) or other sources. |  |  |  |  |  |
| 1. Cross-reference with budget indicates that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the charter school. |  |  |  |  |  |
| **SUMMARY ANALYSIS:** | | | | | |

1. **SERVICES TO ENGLISH LEARNERS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Charter school has a process for proper English Learner (EL) identification, assessment, and reporting of all students who have a primary language other than English 2. Home Language Survey is conducted at time of enrollment (grades K-12) 3. The process for administering the California English Language Development Test (CELDT) includes an initial notification process, assessment and reporting for all students who have a primary language other than English. The CELDT has three purposes:  * *To identify pupils who are ELs* * *To determine the level of English language proficiency of pupils who are ELs* * *To assess the progress of EL pupils in acquiring the skills of listening, speaking, reading, and writing in English* * *Parents or guardians are notified of CELDT results within 30 calendar days following receipt of the results from the testing contractor (CCR, Title 5, Section 11511.5)* * *The Charter monitor for a minimum of two years the progress of reclassified pupils to ensure correct classification, placement, and additional academic support, if needed (20 U.S.C.* § *6841; 5 CCR* § *11304)*   *Note: Each English learner with disabilities must be assessed for English language development using accommodations, modifications, or alternate assessments for the current California English language proficiency assessment specified in the pupil’s IEP or 504 Plan. (5 CCR § 11516.)* |  |  |  |  |  |
| 1. Charter school has an instructional plan for English Learners that includes the following:  * Plan demonstrates how the progress of ELs will be measured in addition to the process for student placement, research based intervention practices, specific language and academic performance assessments and accountability\* * Plan identifies how the measurements will be used to improve instruction and to determine supplemental activities for EL students\* * Plan includes EL Program description (Use of ELD standards, CCSS for ELA/Literacy, other content standards, Next Generation Science Standards, curriculum for ELD, specified time for designated ELD)\* * Plan includes a standardized reclassification criteria and process. Reclassification criteria is as follows: * Assessment of English language proficiency * Teacher evaluation * Parent opinion and consultation * Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. * Plan includes parent participation and if the charter school has 21 or more English learners enrolled, the involvement of a parent advisory committee (English Language Advisory Committee -ELAC) * Plan includes professional development for EL teachers\* |  |  |  |  |  |
| **SUMMARY ANALYSIS:** | | | | | |

1. **PROFESSIONAL DEVELOPMENT**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | | **N/A** | | **NOTES:** | | **FOLLOW-UP STEPS:** | |
| 1. Charter school staff has received legally required trainings. |  |  | |  | |  | |  | |
| 1. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program. |  | |  | |  | |  | |  |
| 1. Students identified as eligible for special education and/or as English learners are receiving services from teachers holding the legally required credentials, certificates and/or authorizations. |  | |  | |  | |  | |  |
| 1. Charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers as defined by the federal No Child Left Behind Act. |  | |  | |  | |  | |  |
| 1. Charter school has an ongoing professional development program to ensure that teaching and nonteaching staff maintain the skills required to perform their jobs. |  | |  | |  | |  | |  |
| 1. Charter school participates in professional development trainings made available through the sponsoring LEA, county office, or other trainings that provide technical assistance. |  | |  | |  | |  | |  |
| **SUMMARY ANALYSIS:** | | | | | | | | | |

1. **PROGRAM IMPROVEMENT STATUS**

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| --- | --- | --- | --- | --- | --- |
| 1. If Charter school is a direct-funded charter school with one (or more) of its school sites identified as being in Program Improvement (PI) status, it has implemented the following requirements. 2. Parent Notification 3. School Choice 4. Supplemental Educational Services 5. School restructuring |  |  |  |  |  |

**SUMMARY ANALYSIS:**



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| AREA 4:  STUDENT SERVICES | **SCHOOL:** | **DATE OF VISIT:** |
| ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION | | |

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| **REVIEWER:** | **Rodriguez-Quaid & Wong** |

1. **NOTIFICATION TO DISTRICTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. School documents appropriate system for notifying the SCCOE and school districts when a special education student enrolls, becomes eligible, ineligible and/or leaves school and describes the transition to or from a district when a student with an IEP enrolls in or transfers out of the charter school. |  |  |  |  |  |
| **SUMMARY ANALYSIS:** | | | | | |

1. **DISCIPLINE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Governing board has policies regarding student discipline, including the following: 2. List of the offenses for which students may be suspended or expelled 3. Procedures for suspension or expulsion. 4. Procedures by which parents and students will be informed about the reasons for suspension or expulsion. 5. Procedures for suspension or expulsion that protect the required due process rights of students with IEPs or 504 plans. 6. Procedures to ensure that parents and students will be informed of their due process rights in regard to suspension or expulsion and that demonstrate awareness that charter school students are entitled to the same due process rights as students enrolled in non-charter public schools. |  |  |  |  |  |
| **SUMMARY ANALYSIS:** | | | | | |



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| AREA 5:  FINANCIAL |  |  |
| ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION | | |

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| **REVIEWER:** | **Zaderey/Singh** |

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|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Charter Adopted Budget |  |  |  |  |  |
| 1. Charter First Interim Report |  |  |  |  |  |
| 1. Charter Second Interim Report |  |  |  |  |  |
| 1. Charter Unaudited Actuals |  |  |  |  |  |
| 1. Charter Monthly Financial Reports |  |  |  |  |  |
| 1. Charter Audit Report |  |  |  |  |  |
| 1. Charter PENSEC/20 Day Report |  |  |  |  |  |
| 1. Charter Attendance Report |  |  |  |  |  |

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| AREA 6:  HUMAN RESOURCES | **SCHOOL:** | **DATE OF VISIT:** |
| ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION | | |

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| **REVIEWER:** | **Estupin** |

1. **ALL EMPLOYEES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Charter school has documentation of fingerprint and Department of Justice background checks on all employees. |  |  |  |  |  |
| 1. Charter school has policies or procedures related to fair hiring practices. |  |  |  |  |  |
| 1. Charter school has an employee handbook. |  |  |  |  |  |
| 1. Charter school has documentation of TB test results for all employees. |  |  |  |  |  |
| 1. Charter school has approved personnel policies that cover such issues as sick leave, personal necessity, and overtime. |  |  |  |  |  |
| 1. Employee contracts indicate that employees are “at will.” |  |  |  |  |  |
| 1. Charter school has clear guidelines that differentiate between employees and independent contractors. |  |  |  |  |  |
| 1. Employee evaluations are completed regularly and on time. |  |  |  |  |  |
| 1. Personnel actions approved by governing board. |  |  |  |  |  |
| 1. Charter school maintains appropriate records of compliance with all applicable workplace safety laws and regulations. |  |  |  |  |  |

1. **CERTIFICATED EMPLOYEES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Charter school employs sufficient teaching staff to have, at a minimum, a teacher-to-student ratio comparable to that of the largest unified school district in the county, or comparable to the countywide average. |  |  |  |  |  |
| 1. Teachers who provide instruction in core classes have the credentials and certifications required to be designated as highly-qualified teachers for the subjects they are teaching. |  |  |  |  |  |
| 1. Teachers have the legally required CLAD or B-CLAD certification to provide instruction to the students enrolled in their classes. |  |  |  |  |  |
| 1. Teachers who are providing special education and related services have the appropriate credentials and certifications. |  |  |  |  |  |
| 1. Teacher personnel files are complete and accurate. |  |  |  |  |  |
| 1. Professional evaluation system is in place. |  |  |  |  |  |
| 1. Principal personnel file is complete and accurate. |  |  |  |  |  |

1. **CLASSIFIED EMPLOYEES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Classified employees who are providing instructional support in the areas of special education and English language learner services meet the qualifications for the positions under the No Child Left Behind Act. |  |  |  |  |  |
| 1. Charter school employs a sufficient number of classified staff to ensure that the necessary clerical and recordkeeping tasks are completed in a timely manner. |  |  |  |  |  |

1. **VOLUNTEERS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. System for regulating volunteers at the school is in place; all personnel files for volunteers are complete and accurate. |  |  |  |  |  |
| 1. Fingerprinting and background check requirements are met for all volunteers |  |  |  |  |  |

1. **STUDENT RECORDS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. Student directory, academic, immunization/health records are complete and accurate; student disciplinary records and individual educational plans are accurate and complete. |  |  |  |  |  |
| 1. For Kinder Only: All students enrolled are age-appropriate for grade-level. |  |  |  |  |  |

1. **HEALTH SCREENINGS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** | **NOTES:** | **FOLLOW-UP STEPS:** |
| 1. School documents appropriate health screening procedures for student vision, hearing and scoliosis, and required immunizations. |  |  |  |  |  |
| 1. Charter School has designated a qualified individual to conduct health-screening protocols. | **NAME:** | | | | **ORGANIZATION:** |
|  | | | |  |

1. **CREDENTIAL ASSESSMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EMPLOYEE NAME:** | **ASSIGNMENT:** | **CREDENTIAL TYPE:** | | | **REMEDY:** |
| **(Name)** | 20% EL Assignment | Elementary | | Secondary |  |
| **SS#:** | EL Assignment at least one EL in Class  ELD  SDAIE  Bilingual | Other: | | |
| **NOTES:** | **EL EMPHASIS:** | | |
| CLAD | BCLAD | |
| 1969/SB395 | Other: | |
| **Needs EL Authorization** |  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EMPLOYEE NAME:** | **ASSIGNMENT:** | **CREDENTIAL TYPE:** | | | **REMEDY:** |
| **(Name)** | 20% EL Assignment | Elementary | | Secondary |  |
| **SS#:** | EL Assignment at least one EL in Class  ELD  SDAIE  Bilingual | Other: | | |
| **NOTES:** | **EL EMPHASIS:** | | |
| CLAD | BCLAD | |
| 1969/SB395 | Other: | |
| **Needs EL Authorization** |  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EMPLOYEE NAME:** | **ASSIGNMENT:** | **CREDENTIAL TYPE:** | | | **REMEDY:** |
| **(Name)** | 20% EL Assignment | Elementary | | Secondary |  |
| **SS#:** | EL Assignment at least one EL in Class  ELD  SDAIE  Bilingual | Other: | | |
| **NOTES:** | **EL EMPHASIS:** | | |
| CLAD | BCLAD | |
| 1969/SB395 | Other: | |
| **Needs EL Authorization** |  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EMPLOYEE NAME:** | **ASSIGNMENT:** | **CREDENTIAL TYPE:** | | | **REMEDY:** |
| **(Name)** | 20% EL Assignment | Elementary | | Secondary |  |
| **SS#:** | EL Assignment at least one EL in Class  ELD  SDAIE  Bilingual | Other: | | |
| **NOTES:** | **EL EMPHASIS:** | | |
| CLAD | BCLAD | |
| 1969/SB395 | Other: | |
| **Needs EL Authorization** |  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EMPLOYEE NAME:** | **ASSIGNMENT:** | **CREDENTIAL TYPE:** | | | **REMEDY:** |
| **(Name)** | 20% EL Assignment | Elementary | | Secondary |  |
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EMPLOYEE NAME:** | **ASSIGNMENT:** | **CREDENTIAL TYPE:** | | | **REMEDY:** |
| **(Name)** | 20% EL Assignment | Elementary | | Secondary |  |
| **SS#:** | EL Assignment at least one EL in Class  ELD  SDAIE  Bilingual | Other: | | |
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EMPLOYEE NAME:** | **ASSIGNMENT:** | **CREDENTIAL TYPE:** | | | **REMEDY:** |
| **(Name)** | 20% EL Assignment | Elementary | | Secondary |  |
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| CLAD | BCLAD | |
| 1969/SB395 | Other: | |
| **Needs EL Authorization** |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **SUMMARY ANALYSIS:** | **LOW**  **0-2** | |  |
| **MODERATE**  **3-4** | |  |
| **HIGH**  **5-6** | |  |
| **EXTREMELY HIGH**  **7-8** | |  |
| **REVISIT**  **IN SPRING** | **Y** | **N** |
|  |  |



REVISED

October 29, 2015

**2015-2016 Charter Oversight**

*Note: Please submit requested documents the week prior to the scheduled site visit. Schools that don’t submit documents will be rescheduled.*

**A: Document Request List - Review of Submitted *Current* Documents**

*Please review Document Review Matrix (pages 6-12)*

**Governance/School Operations and Management**

Copy of By-Laws & Conflict of Interest Policy

Current Board Member Roster

Form 700 for each current Board Member

Organization Chart

School Emergency/Safety Plan

**Enrollment**

Current enrollment (by grade, gender, ethnicity, EL status, special education)

Recruitment and Lottery Plan/Calendar

**Instruction**

Curriculum Maps

Professional Development Plans

Disaggregated Student Performance Data (grade, gender, ethnicity, ELL, special education)

Current English Learner Instructional Plan

If PI Status assurance of required implementation

**B: SCCOE Review of Charter School Web Site**

**Student/Parent Handbook**

Uniform Complaint Procedure

Suspension/Expulsion Policy

**Enrollment Procedures**

Current Application forms

Admission Requirements

Lottery selection process

**Governance**

Board meeting agendas /minutes

ELAC meeting agenda (as appropriate)

**School Performance Indicators**

SARC

LCAP

**C: Day of Visit**

General Oversight Requirements (see attached General Requirements Form)

Available Special Education folders (random selection of two files)

Available 504 documents

Classroom Visitations

Meeting with students/teachers/parents (to be implemented 2016-17 Academic School Year)

Discussion regarding Requested Documents

Topics: Means to Achieve Reflective Racial Balance, LCAP, Parent and Staff Involvement

**Visitation Schedule:**

1. General Requirements Discussion

2. Requested Documents Discussion (if questions)

3. Classroom visits

4. Meeting with parents and staff (to be implemented 2016-17 Academic School Year)

Note: Human Resources / Teacher Credentials visitation by Nelson Estupin scheduled separately