

ANNUAL REPORT SCHOOL VISITATION MATRIX



VISITATION REQUIREMENTS <small>[INCLUDING STATE AND FEDERAL REPORTING]</small>	SCHOOL:	DATE OF VISIT:
ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION		

REVIEWERS:	
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A. SCHOOL MISSION / OPENING

	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Charter school opened in accordance with its calendar in an appropriate facility and serves students in appropriate grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SUMMARY ANALYSIS:

B. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SUMMARY ANALYSIS:

C. 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: <ul style="list-style-type: none"> a. Implementing the Common Core State Standards (CCSS) b. Improving student achievement, graduation rates, and school performance c. Providing services for (numerically significant subgroups) English Learner (EL) students, low income (LI) students, students in foster care, and pupils with disabilities d. Increasing student participation in college preparation, advances placement, and career technical education courses e. Employing qualified teachers, providing sufficient instructional materials, and maintaining facilities f. Providing opportunities for parent involvement 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Please refer to pages 17-18 for the list of requested documents

2. Charter school staffing is sufficient to carry out the educational program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Students who are achieving either significantly below or significantly above grade level are receiving instruction that addresses their learning differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SUMMARY ANALYSIS:

D. SERVICES TO ENGLISH LEARNERS

<p>1. ELD Program is well outlined and includes the following:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ 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]). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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SUMMARY ANALYSIS:**E. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SUMMARY ANALYSIS:**F. 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: <ul style="list-style-type: none"> a. Appropriate placement for students who are enrolling with IEPs. b. Referral and assessment of students suspected of requiring special education and related services. c. Compliance with timelines related to special education. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Students who are identified eligible for special education are receiving services required by IEPs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

3. Charter school provides for the inclusion of all required members in IEP team meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Charter school has a plan for providing transportation for special education students who require this related service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. Charter school has a process for determining a student's eligibility for services under Section 504 of the Rehabilitation Act of 1973.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. Charter school develops and implements accommodation plans students eligible under Section 504.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7. Charter school ensures special education funds are not used to serve students identified under Section 504.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8. Students identified as eligible for special education and/or as English learners receiving services from teachers holding the required credentials, certificates, and or/authorizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10. Charter school immediately notifies the County 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

NOTE: Charter schools that have joined an outside SELPA (El Dorado or Sonoma) must still comply with the above requirements. The Charter Schools Department (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:

G. 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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Charter school uses instructional materials that address the specific needs of special education students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Charter school uses instructional materials that address the specific needs of English learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Charter school refrains from using faith-based instructional materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SUMMARY ANALYSIS:

H. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Review of State testing data indicates that the charter school is on target to meet renewal requirements as set forth in EC 47607 (b).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Charter school has submitted a school accountability report card (SARC) containing the required elements and posted to school's website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Charter has incorporated multiple assessment measures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. Student achievement data regularly reported to parents and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SUMMARY ANALYSIS:

DOCUMENT REVIEW MATRIX



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

REVIEWER:	
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A. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Charter school has upheld the assurances in their charter petition – listed in EC 47605 (d) stating that the charter school: <ul style="list-style-type: none"> a. Shall be nonsectarian in programs admission policies, employ practices, and all other operations. b. Shall not charge tuition c. Shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability d. 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.) e. 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. f. 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. g. 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. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Adequate site disaster plan in place; if at least 80 in-district students, facilities are reasonably equivalent to comparable district schools. Safety plan is updated by March 1 each year and posted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SUMMARY ANALYSIS:					

B. MEMORANDUM OF UNDERSTANDING

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. There is a current MOU on file	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. What school years does the current MOU cover?	XX/XX/XXXX TO XX/XX/XXXX				
3. Conditions of MOU are currently being met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SUMMARY ANALYSIS:					

C. ADMISSIONS REQUIREMENTS (PUBLIC RANDOM DRAWING / "LOTTERY")

1. Date of Lottery for upcoming school year	XX/XX/XXXX				
2. Description of process by which random drawing will be conducted					
	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
3. Lottery Process posted on school web site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Notices provided to parents and students over 18 regarding enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SUMMARY ANALYSIS:					

D. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Charter implements specific practices/policies likely to lead to a diverse applicant pool/enrollment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SUMMARY ANALYSIS:					



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

REVIEWER:	
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E. ORGANIZATIONAL MANAGEMENT

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. There is a roster of governing board members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Dates for regular board meetings are posted on website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Board meetings are held at least every other month.* *Best practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
LIST ANY NEW ADDITIONS TO THE BOARD ROSTER:				DATES OF BOARD MEETINGS FOR CURRENT ACADEMIC YEAR:	
SUMMARY ANALYSIS:					

F. 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 and The Political Reform Act.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Governing board represents strong diversity relevant to the community and the charter school population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Governing board trained annually on Political Reform Act, Conflict of Interest, Brown Act, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Date of last training:	
4. 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). a. The Charter petition states how the charter intends to comply with the Public Reform Act. b. Is there a list of individuals (and position titles) subject to conflict of interest disclosure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. Governing board has approved the Local Control Accountability Plan (LCAP) - The LCAP is reviewed and updated annually a. Revisions are sent to the authorizer by July 1, of each year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. School or organization has a Conflict of Interest Code. Code is updated bi-annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SUMMARY ANALYSIS:					

G. STRUCTURE

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Composition of the governing board is consistent with the approved charter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SUMMARY ANALYSIS:					

H. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Governing board complies with the following: a. Regularly scheduled meetings with appropriate public notice b. Brown Act training and meeting compliance c. Availability of meeting minutes d. Verification of public postings of Board agenda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<p>3. Governing board has resolutions and board-adopted policies related to the following:</p> <ul style="list-style-type: none"> a. Conflict of Interest b. Handbooks – parent, student, employee c. Student and employee discipline and due process d. Parent complaint resolution and due process 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>4. Material revisions to the charter have been approved by the governing board.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>SUMMARY ANALYSIS:</p>					



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

REVIEWER:	
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I. EDUCATIONAL PROGRAM

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>2. Charter school has requested accreditation through the Western Association of Schools and colleges (WASC) or other sources.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>3. 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>SUMMARY ANALYSIS:</p>					

J. SERVICES TO ENGLISH LEARNERS

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
<p>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</p> <ul style="list-style-type: none"> a. Home Language Survey is conducted at time of enrollment (grades K-12) b. 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: <ul style="list-style-type: none"> • 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 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<p><i>receipt of the results from the testing contractor (CCR, Title 5, Section 11511.5)</i></p> <ul style="list-style-type: none"> <i>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)</i> <p><i>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.)</i></p>					
<p>2. Charter school has an instructional plan for English Learners that includes the following:</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Reclassification criteria is as follows: <ul style="list-style-type: none"> 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* 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>SUMMARY ANALYSIS:</p>					

K. PROFESSIONAL DEVELOPMENT

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Charter school staff has received legally required trainings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Charter school staff is provided with opportunities for professional development needed to carry out the instructional program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Charter school cross-references the master schedule with teacher credentials to ensure that core subjects are being taught by highly qualified teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. Charter school has an ongoing professional development program to ensure that teaching and nonteaching staff maintain the skills required to perform their jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. Charter school participates in professional development trainings made available through the sponsoring LEA, county office, or other trainings that provide technical assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SUMMARY ANALYSIS:					

L. PROGRAM IMPROVEMENT STATUS

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. <ul style="list-style-type: none"> a. Parent Notification b. School Choice c. Supplemental Educational Services d. School restructuring 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SUMMARY ANALYSIS:					

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

REVIEWER:	
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A. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SUMMARY ANALYSIS:					

B. DISCIPLINE

	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Governing board has policies regarding student discipline, including the following: <ul style="list-style-type: none"> a. List of the offenses for which students may be suspended or expelled b. Procedures for suspension or expulsion. c. Procedures by which parents and students will be informed about the reasons for suspension or expulsion. d. Procedures for suspension or expulsion that protect the required due process rights of students with IEPs or 504 plans. e. 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. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SUMMARY ANALYSIS:					

AREA 5: FINANCIAL		
ANNUAL PERFORMANCE-BASED OVERSIGHT EVALUATION		

REVIEWER:	
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	Y	N	N/A	NOTES:	FOLLOW-UP STEPS:
1. Charter Adopted Budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Charter First Interim Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Charter Second Interim Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Charter Unaudited Actuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. Charter Monthly Financial Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. Charter Audit Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7. Charter PENSEC/20 Day Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8. Charter Attendance Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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

REVIEWER:	
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A. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Charter school has policies or procedures related to fair hiring practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Charter school has an employee handbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Charter school has documentation of TB test results for all employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. Charter school has approved personnel policies that cover such issues as sick leave, personal necessity, and overtime.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. Employee contracts indicate that employees are "at will."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7. Charter school has clear guidelines that differentiate between employees and independent contractors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8. Employee evaluations are completed regularly and on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9. Personnel actions approved by governing board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10. Charter school maintains appropriate records of compliance with all applicable workplace safety laws and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

B. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Teachers have the legally required CLAD or B-CLAD certification to provide instruction to the students enrolled in their classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Teachers who are providing special education and related services have the appropriate credentials and certifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. Teacher personnel files are complete and accurate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. Professional evaluation system is in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7. Principal personnel file is complete and accurate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

C. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Charter school employs a sufficient number of classified staff to ensure that the necessary clerical and recordkeeping tasks are completed in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

D. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Fingerprinting and background check requirements are met for all volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

E. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. <u>For Kinder Only</u> : All students enrolled are age-appropriate for grade-level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

F. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

2. Charter School has designated a qualified individual to conduct health-screening protocols.	NAME:	ORGANIZATION:

G. CREDENTIAL ASSESSMENT

EMPLOYEE NAME:	ASSIGNMENT:	CREDENTIAL TYPE:	REMEDY:	
(Name)	<input type="checkbox"/> 20% EL Assignment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
SS#:	EL Assignment at least one EL in Class <input type="checkbox"/> ELD <input type="checkbox"/> SDAIE <input type="checkbox"/> Bilingual	<input type="checkbox"/> Other:		
NOTES:		EL EMPHASIS:		
<input type="checkbox"/> Needs EL Authorization		<input type="checkbox"/> CLAD		<input type="checkbox"/> BCLAD
		<input type="checkbox"/> 1969/SB395		<input type="checkbox"/> Other:
(Name)	<input type="checkbox"/> 20% EL Assignment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
SS#:	EL Assignment at least one EL in Class <input type="checkbox"/> ELD <input type="checkbox"/> SDAIE <input type="checkbox"/> Bilingual	<input type="checkbox"/> Other:		
NOTES:		EL EMPHASIS:		
<input type="checkbox"/> Needs EL Authorization		<input type="checkbox"/> CLAD		<input type="checkbox"/> BCLAD
		<input type="checkbox"/> 1969/SB395		<input type="checkbox"/> Other:
(Name)	<input type="checkbox"/> 20% EL Assignment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
SS#:	EL Assignment at least one EL in Class <input type="checkbox"/> ELD <input type="checkbox"/> SDAIE <input type="checkbox"/> Bilingual	<input type="checkbox"/> Other:		
NOTES:		EL EMPHASIS:		
<input type="checkbox"/> Needs EL Authorization		<input type="checkbox"/> CLAD		<input type="checkbox"/> BCLAD
		<input type="checkbox"/> 1969/SB395		<input type="checkbox"/> Other:
(Name)	<input type="checkbox"/> 20% EL Assignment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
SS#:	EL Assignment at least one EL in Class <input type="checkbox"/> ELD <input type="checkbox"/> SDAIE <input type="checkbox"/> Bilingual	<input type="checkbox"/> Other:		
NOTES:		EL EMPHASIS:		
<input type="checkbox"/> Needs EL Authorization		<input type="checkbox"/> CLAD		<input type="checkbox"/> BCLAD
		<input type="checkbox"/> 1969/SB395		<input type="checkbox"/> Other:
(Name)	<input type="checkbox"/> 20% EL Assignment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
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NOTES:		EL EMPHASIS:		
<input type="checkbox"/> Needs EL Authorization		<input type="checkbox"/> CLAD		<input type="checkbox"/> BCLAD
		<input type="checkbox"/> 1969/SB395		<input type="checkbox"/> Other:

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

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 Code (or Bi-annual certification)
- Current Board Member Roster
- Form 700 for each person on the Conflict of Interest Code
- Date of last Board training and topics covered
- Organization Chart
- School Emergency/Safety Plan
- Fiscal policies

Enrollment

- Current enrollment (by grade, gender, ethnicity, EL status, special education)
- Recruitment and Lottery Plan/Calendar
- Recruitment notices

Instruction

- Curriculum Maps
- Professional Development Plans
- Disaggregated Student Performance Data (by grade, gender, ethnicity, ELL, special education)
- Current English Learner Instructional Plan
- Current English Language Development 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
- Assurance that parent volunteering is not mandatory
- Title IX Policy

Enrollment Procedures

- Current Application forms
- Admission Requirements
- Lottery selection process
- Required notices to parents and students regarding disenrollment

Governance

- Board meeting agendas /minutes
- Calendar of regular board meetings scheduled
- ELAC meeting agenda (as appropriate)

School Performance Indicators

- SARC
- LCAP - including Budget Page for Parents and Federal addendum – if applicable

C: Day of Visit

- General Oversight Requirements (see attached General Requirements Form)
- Available Special Education folders (random selection of files by SCCOE)
- Available 504 documents
- Access to student cumulative files (random selection of files by SCCOE)
- Classroom Visitations
- Meetings with students/teachers/parents/board members (each group separate interviews)
- 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. Meetings with parents, students, and staff

Note: Human Resources / Teacher Credentials file review is scheduled separately