

**Northern California  
County Offices of Education  
Charter School Authorizing  
Administrative Procedures**

**Revised August 23, 2022**

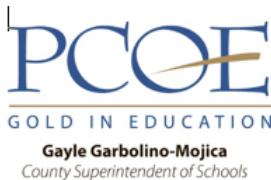
# Foreword

With permission, the Butte County Office of Education first adapted the Los Angeles Unified School District's 2013 *Charter School Authorizing Administrative Procedures* for use in small authorizer settings.

Following the passage of the 2019 charter school reform laws (AB1505), the Butte, Shasta County Offices of Education and the Charter Accountability and Resource Network (CARNet) worked collaboratively with Northern CA County Offices and the CA Charter Authorizing Professionals to revise the adapted document into legally compliant administrative procedures.

The intent of this document is three-fold: 1) It provides a documented procedure for small LEAs with new authorizing and oversight staff. 2) It provides a consistent practice among small authorizers. 3) It provides transparency in practice and expectations for use with charter school leaders.

Any significant modifications to this document, including those to the original intent for clear, consistent, and transparent authorizing and oversight practice should result in an acknowledgment that the work was adapted and the logos, representative of the work, removed.



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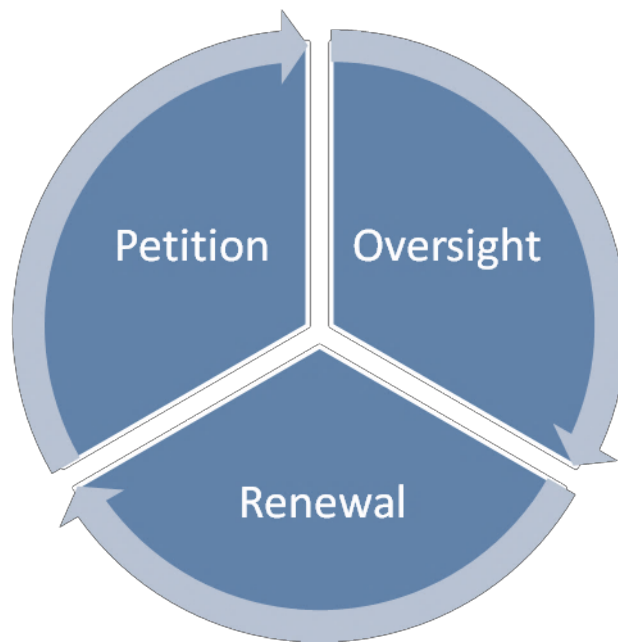
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## INTRODUCTION

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*As authorizers of charter schools, County Offices of Education (COEs) recognize that we have a responsibility to ensure that charter petitions are fully vetted according to common standards, and that oversight of approved charter schools is practiced with uniformity, consistency, and scrutiny. It has become clear over the last several years that authorizers need additional tools and resources to do their jobs effectively and consistently.*

California County Superintendents Educational Services Association,  
*Charter Authorizers Task Force - Final Report, 2019*

The administrative procedures contained herein are designed to guide the work of the County Office of Education, county office staff and Board of Education and give charter school governing boards, administrators, staff and the public a clear understanding of its authorizing practices. These practices support and promote charter schools as an integral partner in meeting the diverse educational needs and priorities of County students and families.

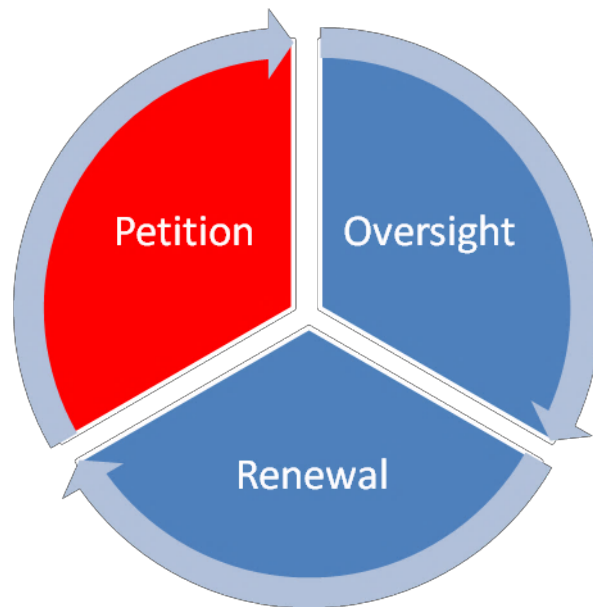
Transparent and consistent authorizing promotes a rigorous and respectful relationship among charter school operators, advocates and authorizers. As the circular figure above illustrates, the three phases of authorization—petition, oversight and renewal—form a unified process. They coherently connect the petition for a new school, the review of the school’s performance during the life of its charter, and the renewal decision.

The charter authorizing procedures of the County Office of Education (COE) align with the County Board of Education’s (CBE) Charter Policy and applicable California Education Code (E.C.) and are aligned with the Charter Accountability Resource and Support Network (CARNet) *Values, Principles and Expectations*.

The County Board of Education considers any of the following types of petitions submitted for the establishment of a charter school if:

1. The charter school will serve students for whom the County Office of Education would otherwise be responsible for providing direct education and related services;
  
2. The charter school will operate as a countywide charter at one or more sites within the geographic boundaries of the county, to provide instructional services not generally provided by the County Office of Education. A countywide charter petition may only be approved if the County Board of Education finds that the educational services to be provided by the charter school will offer services to a student population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county;
  
3. The charter petition was denied by the governing board of a school district within the County Board of Education’s jurisdiction and the petition is submitted to the County Board of Education.

The County Board of Education policy for charter school authorization can be located on the COE website.



## NEW SCHOOL PETITIONS AND APPEALS

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This section, the administrative procedures for *New School Petitions and Appeals*, is a guide designed to give charter school governing boards, administrators, staff and the public a clear understanding of the petition review process. It contains guidance for potential petitioners and clarifies the roles and responsibilities of both the authorizer and the filing petitioner.

The charter petition is the proposal for a charter school. If approved by the County Board of Education, it serves to delineate the focus for oversight and defines the Petitioner's role in providing a fiscally and educationally sound program. The petition provides a comprehensive description of the proposed educational plan, including mission, vision, and student achievement goals, as well as fiscal, governance and operational policies and procedures. In conducting a review of a charter petition, the Board complies with the Charter Schools Act, codified under California E.C. §47600, et seq., which delineates requirements that charter authorizing entities are to follow in reviewing charter petitions. Accordingly, the County Office of Education's role is to determine whether charter petitions are reasonably comprehensive, educationally sound and likely to be successfully implemented. Based on its conclusion, the County Office will develop a staff report and may make a recommendation to the County Board of Education to approve or deny the charter petition.

### Petitions Received on Appeal

A charter school petition that has been previously denied by the governing board of a school district must be received by the County Board of Education no later than 30 calendar days after the denial. Any petition received by the County Office of Education more than 30 days after denial shall not be acted

upon by the County Board of Education. See the petition submission packet (Appendix A) for submission instructions and a list of required documents.

If the County Board denies a petition on appeal, the petition may be appealed to the State Board of Education (SBE) within 30 days of denial. The petitioner must include the findings and documentary record from consideration of the petition at the district and county levels, along with a written submission. If requested by the petitioner following the denial, a transcript of the public hearing will be provided by the County Office within 10 days, as per E.C. §47605(k).

## Countywide Benefit Petitions

Countywide benefits petitions follow the same general timeline described in the table below. See the petition submission packet (Appendix A) for submission instructions and a list of required documents.

## Charter Petition Review Process

*This section describes each phase of the petition review process. It establishes consistent and transparent steps and provides targeted days for completing each step. The process supports the fulfillment of legal compliance while maintaining the petitioners' ownership over the petition to demonstrate their capacity to successfully open a charter school and implement the charter.*

### **Timeline**

The County Office prefers the submission of new petitions between August 15 – December 15 each year to allow County Office staff sufficient time to meet the statutory timelines, allow ample time for schools intending to open the following fall to conduct business in preparation, and for impacted districts to make necessary adjustments in staffing before the March 15 district layoff notification deadline. The County Office requests that petitioners work with the County Office to submit petitions within this time frame.

In the case of petitions received after December 15, the County Board of Education reserves the right to consider approval based on a one-year delay in the commencement of the charter school operation.

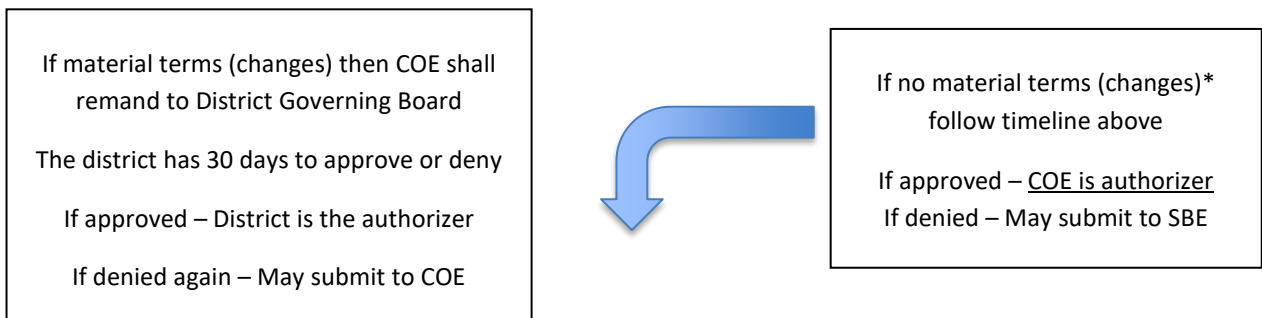


## Charter Petition Process

TIMELINE FOR BOARD ACTION ON NEW AND APPEAL PETITIONS	
<b>60 Days</b>	Public Hearing 1- Determines Level of Support for Proposed Charter
<b>90 Days</b>	Public Hearing 2- Board Action with Equal Time & Procedure for Petitioner
<b>30 Day Extension</b>	30-Day Extension, If Mutually Agreed Upon and in Writing
<b>15 Days Prior to Action</b>	Publish Findings in Compliance with Brown Act to Allow for Response

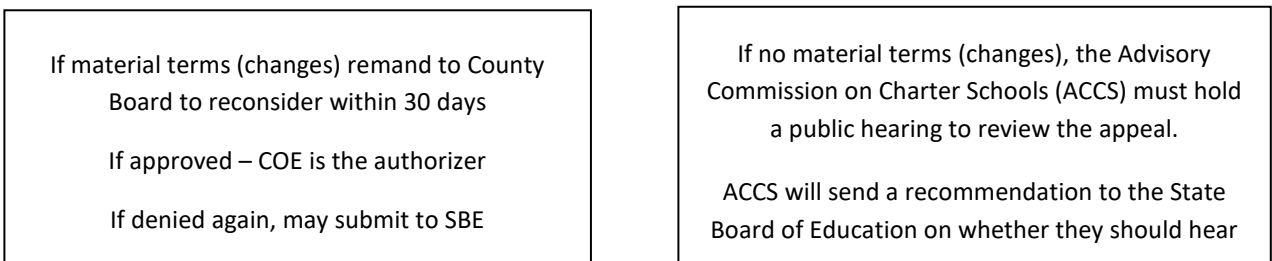


### APPEAL SUBMITTED TO THE COUNTY OFFICE OF EDUCATION ED WITHIN 30 DAYS OF DENIAL E.C. §47605(K)(1)



***\*Material Terms** mean signatures, affirmations, disclosures, documents and required element descriptions. It does not include minor administrative updates to the petition or related documents due to changes in circumstances based on the passage of time related to fiscal affairs, facilities arrangements, or state law, or to reflect the COE as the chartering authority, per E.C. §47605(k)(1)(A)*

### PETITION SUBMITTED TO STATE BOARD OF EDUCATION WITHIN 30 DAYS OF DENIAL BY COE E.C. §47605(K)(2)



*Appeals to the SBE shall include findings and a “documentary record” of the district and county’s denial along with specific citations to the documentary record, detailing how the petitioner alleges the district and/or county board abused their discretion. SBE shall contract with local LEA for monitoring and oversight of current charters.*

## **Step 0: Prior to Petition Submission**

### **Submitting a New COE Operated or Countywide Benefit Petition**

Petitioners should review the submission packet located on the COE website thoroughly as it contains a list of required documents for a complete submission of a new petition, as well as other useful information and resources.

While previously approved charters and attorney recommendations can be useful resources in developing a new petition, elements of previously approved charters may not constitute established precedents. Submitted petitions should represent the work of the petitioner and meet all requirements of the current California Education Code, including the written notification to each of the school districts where the charter school petitioner proposes to operate a facility at least 30 days before submission.

The County Office will be available to the petitioner to answer questions regarding the petition review procedure. At submission, **the petitioner** must certify that the petition is complete, per E.C. §47605(b). The certification document is located in the *Petition Review Evaluation Matrix* (see separate document). The County Office uses the content of the complete petition to assess the likelihood that the proposed school will provide an educationally sound program for the target population within a fiscally sound, viable organization.

### **Submitting an Appeal**

If denied by a district within the county, the petitioner may elect to appeal to the County Office of Education. The petition appeal must be submitted in compliance with the directions provided in the Appeal Packet, located on the COE website. This ensures the appeal submission to the COE is complete. Submission of the petition appeal must be within 30 calendar days of the school district governing board's denial. As per E.C. §47605(k), within the 30-day timeline to submit appeals, if an appeal contains new or different material terms, it will be immediately remanded back to be reconsidered by the district within 30 days of remand.

## **Step 1: Following Submission**

*The purpose of this step is to support small County Office authorizers without a dedicated charter schools department in creating efficiency in the petition review process.*

Step 1 is conducted internally by County Office staff. The sole purpose of this preliminary review is to determine if any requirements are missing and/or if the petition does not comply with the law. Additionally, staff review Elements 1-4 and the budget. If these areas appear to meet the minimum required criteria, then a review of the remaining elements will occur in Step 2. By completing this preliminary step, the COE can provide notification to the petitioners that the petition may not be reasonably comprehensive, educationally sound and is not likely to be implemented successfully based on the criteria described in *Step 2*.

County Office staff will check the petition submission against an evaluation matrix aligned with E.C. §47605(b) or E.C. §47605.6(b) for countywide charter petitions. This step is used to determine if the following components are present:

1. All 15 Elements (16 for countywide benefits), including Measurable Pupil Outcomes and LCAP Goals
2. The proposed first-year operational budget, budget assumptions, cash flow and financial projections for the first three years of operation
3. Required petition signatures (Appendix A), described in E.C. §47605(a)(1)(A) and (B)
4. Affirmation of each of the conditions described in E.C. §47605(e)

If the petition is missing any required component to merit a denial recommendation, the County Office will prepare findings of fact to accompany the denial recommendation. The petitioner is informed of the decision and provided with the findings of fact in accordance with the due process described in E.C. §47605 or E.C. §47605.6. Petitioners have the right to withdraw their charter petition at any time during the petition review process.

## **Step 2: Full Analysis**

*The purpose of this step is to conduct all necessary analyses to determine if the petition is reasonably comprehensive, educationally sound, and likely to be successfully implemented. Public Hearing 1 must occur within 60 days. Public Hearing 2 (Board Action) should occur within 90 days. The final review and staff report of the petition should be completed and published at least 15 days before Public Hearing 2. Parties may mutually agree to a 30-day extension.*

Step 2 is conducted internally by County Office staff and may include instructional, fiscal, human resources, facilities, special education and other staff and legal counsel, as needed. Step 2 consists of an examination of the Elements of the petition, a fiscal review, and any supplemental information required by the COE. The authorizer may elect to hold a capacity interview as part of the review process.

## **Elements 1-15 and a 16th Element for Countywide Benefits**

The charter petition consists of 15 elements. A successful petition is required to contain a reasonably comprehensive description of each element required E.C. §47605(c)(5). The County Office reviews and assesses whether the petition is reasonably comprehensive and educationally sound, and determines whether charter petitioners are demonstrably likely to successfully implement the program. An evaluation matrix aligned with California Education Code is used to complete the full review (Appendix E). A countywide charter petition must contain a reasonably comprehensive description of each of the 16 required elements, as specified in E.C. Section §47605.6(b)(5). The additional element in a countywide benefit petition includes a description of the location of each charter school facility that the petitioner proposes to operate.

## **Reasonably Comprehensive Petition**

In determining what constitutes a reasonably comprehensive description, the County Office is guided by the California State Board of Education's Code of Regulations §11967.5.1 Criteria for the Review and

Approval of Charter School Petitions by the State Board of Education. Refer to the *Charter Petition Evaluation Matrix* (a separate document) for a detailed description of each element.

In addition to specifically providing indicators for each of the 15 or 16 elements, regulations state that in order to be considered reasonably comprehensive, the petition must provide information that:

1. Is substantive and is not, for example, a listing of topics with little elaboration
2. For elements that have multiple aspects: address essentially all aspects of the elements, not just selected aspects
3. Is specific to the charter petition being proposed, not to charter schools or charter petitions generally
4. Describes, as applicable among the different elements, how the charter school will:
  - a. Improve student achievement and education performance
  - b. Increase learning opportunities for all students, particularly significant student groups and those supported by supplemental and concentration funds in the LCAP
5. Provide parents, guardians, and students with expanded educational opportunities
6. Hold itself accountable for measurable, performance-based pupil based outcomes
7. Provide vigorous competition with other public school options available to parents, guardians, and students.

### ***Capacity Interview***

California Education Code requires charter authorizing entities to determine whether petitioners can successfully implement the program set forth in the charter E.C. §47605(c)(2) or E.C. 47605.6(c)(2). To this end, and as a best practice for high-quality authorizing, the County Office may conduct a capacity interview as part of the petition process for proposed charter schools (Appendix A). This allows COE staff the opportunity to better evaluate the capacity of the school governance and leadership team to successfully implement and operate an educational program. The capacity interview is a key component for the charter petitioner to verbally demonstrate capacity.

Any capacity interview will be promptly scheduled by the COE so the full review can be completed within the statutory petition review timeline. During the capacity interview, County Office staff will have the opportunity to get to know the charter leaders and clarify initial concerns derived from the petition review evaluation. Petitioners will also have the opportunity to demonstrate their experience and expertise by highlighting matters outlined in the petition. The interview may include scenarios of hypothetical situations that could occur at a charter school. Such questions do not have a single answer, but rather are designed to elicit opportunities for petitioners to demonstrate their capacity to lead and manage the charter school.

It is the petitioner's responsibility to determine who should attend the interview. The team should be comprised of members who are prepared to answer questions about the proposed program, including, but not limited to, school governance, mission and vision, instructional program, school operations, fiscal operations, student populations, student enrollment, assessment and data analysis.

The County Office recommends a combination of the following:

1. The lead petitioner(s)
2. The person(s) who will be responsible for the day-to-day operations of the school
3. Persons knowledgeable of student groups, including special education and unduplicated student groups
4. The person(s) who will be responsible for the day-to-day management of the school's finances
5. The principal and/or educational leader of the school
6. Members of the governing board

The results of the interview become part of the body of evidence the County office will use to make a determination regarding the capacity of the petitioning team to successfully implement the program outlined in the petition. The results become evidence in support of approval or denial of the petition.

### ***Fiscal Review***

The County Office will conduct a review of the school's fiscal status and proposed operations, including the personnel and materials required to implement the proposed program (e.g. salaries, instructional supplies, equipment, maintenance of facilities, professional development, and contract services). Fiscal assesses whether the assumptions used for revenue and expenditures are reasonable and realistic. The fiscal staff will examine current funds, the proposed first-year operational budget, including start-up costs and cash flow, and financial projections for the first three years of operation.

If the school is to be operated by or as a non-profit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.

The fiscal review will also consider whether the school district is positioned to absorb the fiscal impact of the proposed charter school, in accordance with E.C. §47605(c)(8).

### ***Public Hearing 1***

Petitions will be placed on the Board of Education's agenda within 60 days to allow for public comment on the provisions of the charter. At this time, the Board will consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents, as directed by E.C. §47605(b) or E.C. 47605.6(b). County Office staff will provide the petitioner and district(s) with guidelines for the public hearing.

### ***Step 3: Findings of Fact***

*The purpose of this step is to provide the Board of Education with a County Office report on findings of fact following the COE's evaluation.*

The County Office staff will conduct a thorough evaluation of the charter petition, create a staff report including findings of fact and provide information supporting approval or denial to the Board of Education. Information in support of approval may include conditions that can be satisfied with a

Memorandum of Understanding and/or a material revision. A term of one to five years may be granted for new petitions. Denial recommendations are supported by written findings of fact.

The staff report must be published at least 15 days prior to Public Hearing 2 (within 75 calendar days; 105 days with a mutually agreed 30-day extension). The method of publishing documents must meet Brown Act requirements.

### Locally Funded Charter Petitions

The same process and timelines for submitting, reviewing and approving a locally funded, (aka “dependent”) charter apply to County Office of Education petitioners. The County Office will work closely with staff to ensure petition language is relevant to a locally funded charter. See the standard petition submission packet for submission instructions and a list of required documents.

#### **Step 4: Public Hearing 2, Board Action**

*The purpose of this step is for the Board of Education to make a final decision and take action to approve or deny the charter petition that is aligned with the requirements outlined in E.C. §47605 or E.C. §47605.6.*

The Board of Education will make a final determination on approval or denial during the second public hearing, held within 90 days of receipt of the petition. County Office staff will provide the petitioner and district(s) with guidelines for the public hearing. County Office staff will publish staff recommendations, findings and if applicable, the certification from the County Superintendent of Schools prepared pursuant to paragraph (8) of subdivision (c), regarding the petition at least 15 days before the public hearing. The petitioner and County Office shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings E.C. §47605(c).

The Board of Education may deny a petition for a new school if they find that:

1. The charter school will provide an unsound educational program for students during the term of its charter.
2. The charter school is demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by subdivision (a).
4. The petition does not contain the necessary affirmations set forth in the Charter School petition does not contain reasonably comprehensive descriptions of the 15 required elements set forth in the Charter Schools Act.
5. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.
6. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of

the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:

- a. The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
  - b. Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.
7. The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to E.C. §1240 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.

For countywide benefits only:

8. Any other basis that the County Board of Education finds justifies the denial of the petition, (E.C. §47605.6(b)).

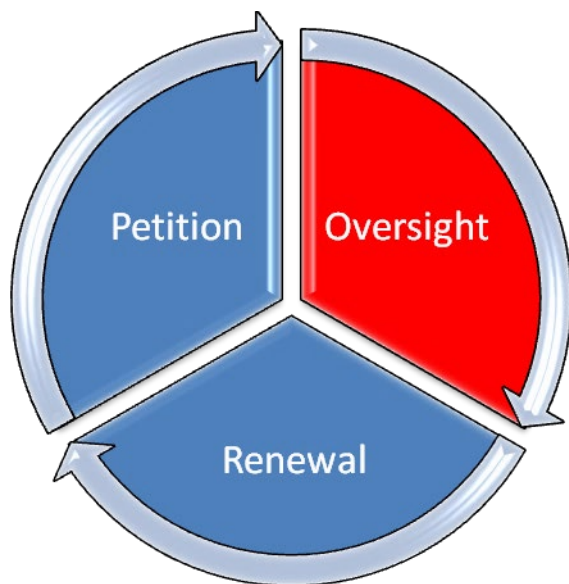
If the petition is approved, the countywide benefit petitioner shall provide written notice of approval, including a copy of the petition, to the governing board of the school district in which the charter school is located. The County Office will submit proper approval documentation to CDE for all board approved charter schools (E.C. §47605(k)). Requirements are generally located on the Charter School Division web page.

If the petition is denied, the County Office will ensure that all necessary documentation, including *Findings of Fact* and *Confirmation of Denial*, is delivered to the petitioner within ten business days. A transcript of the public hearing will be provided upon request of the petitioner (E.C. §47605(k)).

## Roles and Responsibilities at Each Step of the Petition Review Process

PETITION REVIEW STEP	COUNTY OFFICE	CHARTER SCHOOL
<b>Step 0 Prior to Submission</b>	<ul style="list-style-type: none"> <li>• Maintain board (regulations/policies) and procedures on its website</li> <li>• Schedule a meeting for orientation to the petition process with the lead petitioner</li> <li>• Provide petition submission instructions and petition checklist to petitioner</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the petition review process and expectations for successful petitions</li> <li>• Write a charter petition</li> <li>• Prepare a complete submission according to guidelines provided by COE</li> </ul>
<b>Step 1 Following Submission</b>	<ul style="list-style-type: none"> <li>• Confirm evidence of petition components to determine if the petition has the potential to be educationally sound, successfully implemented, and reasonably comprehensive.</li> <li>• Conduct Part 1 review of Elements 1-4 and budget</li> <li>• Countywide petitions must also meet additional criteria of a countywide charter</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information and supplemental documentation, as requested</li> </ul>
<b>Step 2 Full Analysis</b>	<ul style="list-style-type: none"> <li>• Conduct Phase 2, a full review of the charter with the team</li> <li>• May conduct a capacity interview if requested by the County Office</li> <li>• Hold a public hearing on provisions of the charter and consider the level of community support for the petition</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information and documentation, as requested</li> <li>• Participate in a capacity interview, as requested</li> <li>• Participate in the first public hearing</li> </ul>
<b>Step 3 Staff Report: Findings of Fact</b>	<ul style="list-style-type: none"> <li>• Following the COE’s evaluation, develop a report that provides the board of education with findings of fact</li> <li>• Prepare any presentation on findings, including any recommendations, conditions, etc.</li> <li>• Include supporting documents</li> <li>• Provide petitioner with guidelines for the public hearing, including those on equal time and presentation</li> <li>• Publish staff recommendations and findings at least 15 days before the public hearing</li> </ul>	<ul style="list-style-type: none"> <li>• Provide any written response in preparation for the board meeting</li> <li>• Prepare to use equal time for presentation at the final public hearing</li> </ul>
<b>Step 4 Public Hearing 2: Board Action</b>	<ul style="list-style-type: none"> <li>• Present findings and any recommendations to the board.</li> <li>• If requested by the petitioner following a denial, provide a transcript of the public hearing within 10 days</li> <li>• Send follow-up Determination Letter within 10 days</li> </ul>	<ul style="list-style-type: none"> <li>• Attend the board meeting and make a presentation within the guidelines</li> </ul>





## OVERSIGHT

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### Introduction to Oversight

It is the philosophy of the County Office of Education, in accordance with the California Charter Schools Act, to evaluate charter schools using a performance-based system. Throughout the life of the charter, the County Office will evaluate charter schools based upon the *Criteria for Renewal*. The criteria articulate clear expectations for charter school performance. The second of the three criteria, *Criterion 2: Evidence that the Educational Program is Sound and Successfully Implemented*, is used to guide oversight procedures during the charter school's term. Within this criterion oversight is grouped into four critical categories:

1. Student Achievement and Educational Performance
2. Governance and Organizational Management
3. Fiscal Operations
4. Fulfillment of the Charter

In order to best monitor these categories, oversight includes a review of school compliance with applicable law, regulations and/or court orders, any applicable Memorandum of Understanding (MOU), and terms outlined in the charter.

### Oversight Purpose and Outcomes

The County Office provides each charter school leader with the primary contact(s) they will work with throughout the term of the charter. This approach provides continuity in the phases of authorizing and oversight. The County Office will support the effort to get to know the school, be consistent in efforts to track the school's development over time and provide substantive feedback regarding the school's progress towards renewal.

Charter school leaders and their board members are encouraged to take a cooperative approach to the oversight process and engage with the County Office in monitoring the continuous improvement of the school. Providing additional evidence to support renewal and making corrections or adjustments, as needed, will increase the likelihood of the school's success.

It is the intent of the County Office to make this process fair and transparent as the charter school works toward renewal.

## Developmental Approach to Oversight

In the early years of a school's charter, site visits focus on the progress a school is making toward implementing its instructional and assessment programs, which in turn will heavily affect the progress that a school will be able to demonstrate in meeting its performance-based measures throughout the term of the charter.

Because the County Office recognizes that much of the evidence necessary to evaluate a school's successes and/or deficiencies in these areas is not always available in written documentation, site visit protocols focus on qualitative factors, including classroom visitations, meetings with school administrators, conversations with staff, parents and students, and reviews of student work and/or site procedures.

The standard of review that the County Office uses in the early years of the charter is different than those used at renewal. When the school is starting-up and is growing, the observations and findings reflect the early stage in program development. However, at renewal, a school will be expected to have moved from the beginnings of implementation and the promise of future growth to full and effective implementation with verifiable and valid data, contextual information, and a corresponding increases in student achievement.

### ***Alternative Accountability Model (DASS) Oversight***

In determining whether to grant a charter renewal for an alternative accountability model charter schools, the County Office shall consider both State and local indicators identified and monitored on the CA Dashboard, as well as mutually agreed upon alternative metrics applicable to the charter school based on the pupil population served (E.C. §47607(c)(2)).

The County Office will monitor these metrics as part of the evaluation systems described in the following paragraphs. For more information on alternative accountability renewal, refer the the *Renewal* section.

## Key Components of Oversight

*This section describes the components that comprise the monitoring of a school throughout the charter term.*

### ***Annual Performance Report***

Charter schools in each year of their charter term, except the last, will complete and submit a *Performance Report* (Appendix B) to the County Office not less than one month prior to the date of the scheduled annual report to the authorizing board.

The self-evaluation is intended to

1. promote directly relevant, respectful, and rigorous conversations between charter school and authorizing agency, and
2. provide a process through which the charter school can actively reflect on its progress toward meeting its performance goals and the *Criteria for Renewal*.

In lieu of the *Performance Report*, charter schools in the fifth or last year of their charter term will submit a *Renewal Performance Report*, as documented in the renewal timeline. All claims in all documentation must be supported with objective, valid and verifiable data as evidence of the school’s success.

***LCAP Review, Legal Requirement***

Pursuant to E.C. §47606.5, on or before July 1 each year, charter schools will update and submit the LCAP to County Office.

The County Office will review and provide feedback on the charter school’s LCAP using the rubric provided in Appendix B. While the County Office and Board of Education do not approve the charter school’s LCAP, requests for revisions should not be dismissed. Failure to submit a legally compliant LCAP could result in a finding for non-renewal.

In addition, a charter school petition must reasonably and comprehensively describe annual goals and outcomes for all pupils and for each significant student group of pupils in each relevant state priority area for each grade level served by the charter school (E.C. §52052 and §52060(d)). Charter schools must adhere to this requirement to avoid findings and/or corrective action requirements.

***Document Review, Legal Requirement***

In order to maximize efficient use of limited resources and minimize duplication of effort, the County Office will make every effort to avoid asking for reports and resources made public. Throughout each year, the oversight office will ask the charter school to submit a variety of additional documentation to verify compliance with legal requirements and/or in response to documented corrective action and/or inconsistencies, complaints etc. Document review items both legal, and those deemed necessary for quality oversight, are located in Appendix B.

Whenever possible, the oversight office will work with the school to facilitate the transfer of documents electronically to maximize efficiency in collection and will make every effort to provide consistent and timely feedback.

***School Site Visit, Legal Requirement***

While E.C. §47604.32 requires a school site visit during each year of the charter term, more frequent visits are often necessary to determine successful implementation of a school program and to ensure school facilities are safe for students. The County Office will use oversight data and documentation, including qualitative data such as discussions with charter school administration, board meeting observations etc. to appropriately focus the scope of site visits (Appendix B).

Charter schools with substantial valid and verifiable evidence and placed in Renewal Tier I by the CA Department of Education may receive more abbreviated site visits. Charter schools that struggle to demonstrate adequate progress toward meeting requirements in the aforementioned areas may receive multiple formal and informal school site visits each year. In addition, the Board of Education and County Office staff reserve the legal right to visit charter schools at any time as part of its oversight responsibilities.

The County Office may invite additional authorizing agency team members to participate in site visits, as needed, based upon the unique elements of the school and the focus of the visit. During school site visits, the County Office will investigate key areas of inquiry that are aligned with the *Criteria for Renewal* and provide feedback to the school about its progress.

A school site visit might include a tour of the school facility, classroom observations and interviews with any requested group of educational partners. County Office staff will work closely with charter school administration to review oversight documents and create a visit schedule that takes into account the charter school's unique organization and daily schedule.

### ***Fiscal Oversight, Legal Requirement***

The County Office will provide ongoing monitoring of the charter school's fiscal operations in accordance with E.C. §47604.32 and E.C. §47604.33. Fiscal staff may conduct on-site evaluations to fulfill this fiscal requirement. Schools will submit required documentation to the County Office as required by law, along with any additional reasonably requested documents that allow for adequate oversight of the charter school (Appendix B). Any school whose previous oversight has revealed concerns with financial operations may receive more explicit, frequent and/or one-to-one oversight.

At a minimum, each charter school shall annually prepare and submit the following:

- Preliminary budget on or before July 1, annually
- Interim financial report on or before December 15, annually
- Second interim financial report on or before March 15, annually
- Final, unaudited financial report for the previous year by September 15, annually
- Annual audit due December 15, annually

The charter school should be timely in complying with all requests in order to avoid complications and findings that may negatively impact the authorizing board's decision to renew the charter.

The authorizing agency will send an annual letter to the charter school detailing fiscal review findings.

## ***Credentials Oversight***

A charter school must have highly credentialed teachers in all core subjects. Teachers in charter schools must hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold (E.C. §47605[1]). Credentials will be evaluated by County Office staff and a letter will be generated to the school leader providing feedback on the status of compliance with this mandate.

## ***Governance Oversight, Legal Requirements and Red Flags***

It is a best practice in oversight to regularly monitor charter school board meetings (Appendix B). The County Office can learn much about the leadership and operational practices of a charter school by regularly reviewing board meeting documentation and conducting in-person observation of meetings.

Through desk reviews of board documents and in-person observation of meetings, the County Office is able to monitor charter schools closely for compliance with the Brown Act and the Public Records Act.

Any of the following occurrences, may be considered a red flag by the authorizing agency. Charter schools should carefully consider the negative implications of:

- repeated cancellation of regularly scheduled meetings
- reliance on special meetings
- high turnover of board members
- lack of open and robust financial and education related discussions
- no public participation
- employees as voting members
- lack of policy

To remain in compliance with revisions to E.C. §47604, a charter school and an entity managing a charter school are subject to the following requirements:

1. The Ralph M. Brown Act, regardless of the authorizing entity
2. The California Public Records Act
3. Government Code 1090
  - a. Board members that are employees of the school must abstain from voting on, influencing, or attempting to influence another member on matters uniquely affecting that individual's employment.
4. The Political Reform Act of 1974

Charter schools must adhere to the following meeting requirements based on school type and location:

1. The governing body of one charter school must meet within the physical boundaries of the county in which the charter school is located.
  - a. A two-way teleconference location must be established at each school site.
2. The governing body of one non-classroom-based charter school that does not have a facility or operates one or more resource centers must meet within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside.

- a. A two-way teleconference location must be established at each resource center.
3. For a governing body of an entity managing one or more charter schools located within the same county, the governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or schools are located.
  - a. a two-way teleconference location must be established at each school site and each resource center.
4. For a governing body of an entity that manages two or more charter schools that are not located in the same county, the governing body of the entity managing the charter schools is required to meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside.
  - a. A two-way teleconference location must be established at each school site and each resource center.
  - b. The governing body of the entity managing the charter schools must audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website.

These requirements do not limit the authority of the governing body of a charter school and an entity managing a charter school to meet outside the boundaries described, if authorized by Government Code §54954 and the meeting place complies with Government Code § 54961.

### ***Feedback on Annual Oversight Findings***

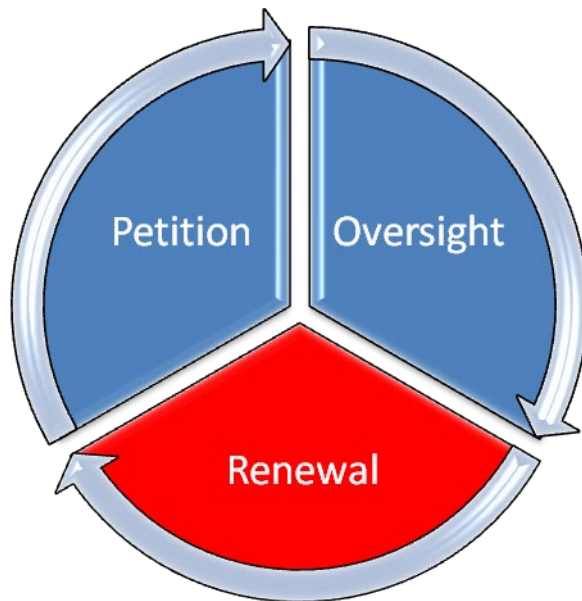
The County Office will annually generate a report on key findings as formative feedback on the school's progress toward renewal. All conclusions will be based on (or based on the school's lack of) multiple sources of valid, reliable and verifiable data, interviews with key educational partners and anecdotal information collected during site visits. The County Office will document findings in an annual report to the County Board and present the report each spring.

County Office staff may share the annual report with the charter school in draft form to solicit factual corrections before providing a final copy to the County Board. The information contained within the report should be shared with the schools governing board as the County Office will use it to inform ongoing oversight of the charter school and the renewal review process.

## Annual Oversight Chart

The focus of annual oversight is adjusted over the term of the charter as outlined in the chart below:

Charter Year	Purpose of Oversight
Prior to Opening	<ul style="list-style-type: none"> <li>❖ Provide an orientation to the oversight process</li> <li>❖ Assess the charter school’s preparedness for opening with the <i>Pre-Opening Checklist</i></li> <li>❖ Verify completion of any pre-opening criteria set forth in the petition and/or MOU. Determine next steps if criteria are not met</li> <li>❖ Visit the school site to monitor readiness for opening</li> </ul>
Charter Year	Purpose of Oversight
Year 1	<ul style="list-style-type: none"> <li>❖ Monitor compliance with the charter contract, applicable laws, court orders, MOUs, and requirements set forth in E.C. §47604.32</li> <li>❖ Consult with the school regarding self-identified areas of strength and areas for improvement, including CA Dashboard results (overall and student groups)</li> <li>❖ Provide updates to the County Board of Education regarding school performance status</li> <li>❖ Frequently visit the school both formally and informally to               <ol style="list-style-type: none"> <li>1. assess the capacity of school leadership and the board and</li> <li>2. to collect qualitative data regarding the educational program</li> </ol> </li> <li>❖ Provide feedback on legal compliance and <i>Criteria for Renewal</i> findings</li> </ul>
Years Between First and Last Year of Term	<ul style="list-style-type: none"> <li>❖ Monitor the school’s self-identified areas of strength and areas for improvement</li> <li>❖ Evaluate the status of the school in meeting performance goals: CA Dashboard results, including student groups, and charter goals including Measurable Pupil Outcomes (MPOs) and LCAP Priorities</li> <li>❖ Monitor compliance with the charter contract, applicable laws, court orders, MOUs, and requirements set forth in E.C. §47604.32</li> <li>❖ Monitor any areas of concern identified in Year 1</li> <li>❖ Visit the school both formally and informally, as necessary, based on performance status. (Higher performing schools may not need as comprehensive of a site visit as schools not meeting the criteria for renewal)</li> <li>❖ Provide feedback on legal compliance and findings</li> <li>❖ <i>Documentation of a Sound Educational Program and the Capacity to Implement</i> Provide updates to the County Board of Education regarding school performance status</li> </ul>
Last Year of the Term	<ul style="list-style-type: none"> <li>❖ Begin to consolidate and analyze information from <i>Performance Reports</i> and final year <i>Renewal Performance Report</i> for the staff report detailing findings of fact</li> <li>❖ Verify and augment claims made in the school’s <i>Renewal Performance Report</i></li> <li>❖ Verify and evaluate the school’s qualitative and quantitative evidence of success relevant to the <i>Criteria for Renewal</i></li> <li>❖ Gather additional evidence, as needed, with regard to the school’s progress toward renewal, including, but not limited to categories defined in <i>Criteria 2</i></li> </ul>



## RENEWAL

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### Introduction to Renewal

The administrative procedures that follow are a guide to renewal for both County Office staff and the charter schools authorized by the Board of Education. These procedures are designed to summarize a large amount of education code into key ideas that give charter school governing boards, administrators, staff and the public a clear understanding of the process for submitting renewal petitions to the County Office (Appendix C) and the criteria and pathways for renewal.

Like an initial charter petition, the renewal petition serves to delineate the focus for oversight and the Petitioner's role in providing a fiscally and educationally sound program. Renewal petitions submitted to the County Office are accompanied by a *Performance Report* that documents the extent to which the charter school has met the *Criteria for Renewal* in the previous charter term (Appendix C). The renewal petition is submitted as a red-lined and clean copy document with any legal updates or proposed material revisions. It further defines the commitment of the renewed charter through the next term, should the renewal petition be approved by the Board of Education.

### Board of Education Timeline

#### At least 120 days prior to the expiration of the current term

1. The charter petitioner submits the renewal petition packet, per the guidelines in the *Charter Renewal Submission Packet*.



2. Dates will be coordinated with the County Office.
3. Pursuant to statute, authorizers have 90 days to take action on a charter renewal petition. The timeline begins when the petitioner submits their renewal materials to the County Office and certifies the information is complete. The certification form is located in the [Petition Review Evaluation Matrix](#).
  - a. Where practicable, consideration in the timeline should be given to the release of the previous year's CA Dashboard data needed for renewal.
  - b. Consideration of lay off notice timelines should also be considered, as applicable and practicable.

#### **Within 60 days of recorded submission**

Upon determination that the documents submitted are complete:

1. The County Office conducts a comprehensive review of the *Renewal Performance Report* and red-lined petition.
2. A public hearing must be held within 60 days to receive public input on whether or not to extend the charter.
3. A renewal site visit is scheduled.

#### **Within 90 days of submission**

1. The County Office conducts a thorough review of the renewal submission and composes the *Findings of Fact* document. The County Office may make a recommendation to the Board of Education for approval or denial.
2. Approval or denial actions must be completed at least 60 days prior to the expiration date of the current charter term.
3. *Unless there is a mutual agreement to extend the timeline for an additional 30 days, the Board must approve or deny the renewal petition within 90 days of receipt in order to avoid a default approval.*

## **Criteria for Renewal**

In making a renewal recommendation decision (approval or denial), the County Office will evaluate the charter school according to an established process guided by three overarching criteria that support the ability of a school to successfully implement the program. These *Criteria for Renewal* include:

1. Minimum Standard for Charter Renewal
2. Evidence that the Educational Program is Sound and Successfully Implemented
3. Reasonably Comprehensive Renewal Petition

The first criterion, *Minimum Standard for Charter Renewal*, consists of the minimum student achievement results required to apply for renewal E.C. §47607. The second, *Evidence that the Educational Program is Sound and Successfully Implemented*, examines key indicators of student and school performance achieved by the school, thus far. These first two criteria assess the school's performance during its current charter term and the third, *Reasonably Comprehensive Renewal Petition*, evaluates plans for the following charter term.

These criteria establish transparent expectations for charter school performance that apply to charter schools both during the renewal process and throughout the term of the approved charter. Since the County Office conducts oversight of charter schools against the first two criteria, when approaching renewal the school will already have a clear understanding of their status with regard to renewal requirements.

## Pathway to Renewal

In the late spring of the year prior to renewal the County Office reviews previous oversight records against E.C. §47607. The County Office will assign the charter school to either an abbreviated renewal process (*Expedited Renewal Pathway*), or a comprehensive renewal process (*Standard Renewal Pathway*). Based on the *Renewal Performance Report* and the State assigned renewal tier (low, middle or high performing), County Office staff also determine whether additional evidence will be necessary to make a positive finding regarding the soundness of the educational program and the capacity to implement.

### ***Standard Renewal Pathway***

Schools that meet the standards of middle or low performing schools will follow a *Standard Renewal Pathway*. The County Office will work with the school to schedule a *Comprehensive Renewal Site Visit* (Appendix B) during the fall of the final year of the charter term. The purpose of the *Renewal Site Visit* is to verify and corroborate assertions made by the charter school within its renewal petition and to gather further evidence related to the *Criteria for Renewal*. The site visit may include a tour of the school facility, classroom observations, document review and interviews with key educational partners of the charter school including charter school administrators, teachers, parents, students, and members of the governing board and/or advisory councils.

### ***Expedited Renewal Pathway***

Schools that meet the standard of high performing schools may seek an expedited renewal. These schools have demonstrated high levels of performance in each of the four key oversight areas of *Criterion 2: Evidence that the Educational Program is Sound and Successfully Implemented*

1. *Student Achievement and Educational Performance;*
2. *Governance and Organizational Management;*
3. *Operations, and*
4. *Fulfillment of the Charter*

As an acknowledgment of high levels of performance, the authorizing board has discretion to renew a high performing school for a term of 5-7 years.

Charter schools assigned an *Expedited Renewal Pathway* will be encouraged to document their most promising practices and submit them to the Board of Education via the County Office as part of their submission package. The County Office will schedule the abbreviated site visit during the final year of the charter term.

## Initial v. Renewal Petition

The renewal petition process is very similar to the initial charter petition process with a few important differences. The renewal petition requires charter schools document the extent to which it has met its obligations in the previous charter term (*Renewal Report, Appendix C*) and make legal updates to any proposed revisions to its academic program, governance structure, and fiscal operations for the future term, if granted. While the school previously developed a charter petition containing reasonably comprehensive descriptions of each of the required elements, time has passed since the original submission and changes such as additions and revisions of applicable laws, revisions of policy and modifications to the school's program should be clearly reflected in the updated document. Upon request, the County Office may elect to support the school with locating the most recent legally required language and local policy.

In addition, through prior years' oversight, the County Office will have communicated critical issues of concern to the charter school. The school must address the remediation of any issues within the renewal petition. For example, student achievement data may have revealed that certain student groups were performing at significantly lower levels than identified in the overall population or state data. The County Office would expect the renewal petition to present remediation efforts and its plans for corrective action during the next charter term, if the issue has not been satisfactorily resolved with the County Office.

When updating the elements of the petition for the next charter term, it is important to ensure each element of the renewal petition is addressed thoroughly. Not ensuring each element is addressed thoroughly leaves the charter vulnerable to a finding of not having a reasonably comprehensive petition and/or being able to successfully implement the program.

## The Renewal Submission and Review Process

*This section describes each stage of the renewal review process. The timeline and chart that follow provide a visual illustration of the renewal review process.*

### Criterion 1: Minimum Standard for Non-DASS Charter Renewal

A charter school approaching the end of its charter term must have demonstrated that it is eligible to apply for a new charter term by meeting the *Minimum Standard for Charter Renewal*, as defined by E.C. §47607 in the table that follows.

### Alternative Accountability (DASS) Charter Renewal

The law requires the authorizing agency to establish an alternative process for review. In determining whether to grant a charter renewal for an alternative accountability model charter school, the County Office shall consider

- 1) the charter school's performance on the state and local indicators identified and monitored on the CA Dashboard,

- 2) the charter school's performance on alternative metrics applicable to the charter school based on the student population served.

The County Office shall meet with the charter school during the first year of the charter school's term to mutually agree on alternative metrics to be considered. Alternative metrics must be research-based and be verifiable by the County Office. The County Office will add agreed upon metrics to the Memorandum of Understanding to ensure a clear and transparent set of expectations for renewal.

**Chart: Minimum Standard for Non DASS Charter Renewal**

E.C. § 47607(c)	<b>LEVEL 2: Middle Performing Schools</b> E.C. § 47607.2(b)	E.C. § 47607.2(a)
<p>performance,<sup>2</sup> received performance</p>	<p>Charter schools not satisfying the “high performing” or “low performing” criteria should be evaluated under this column.</p> <p>1. Shall consider schoolwide performance and performance of all student groups on the Dashboard,<sup>1</sup> and shall provide “greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.”</p> <p>2. Shall also consider clear and convincing evidence, demonstrated by verified data,<sup>3</sup> showing either:</p> <p>a. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school; OR</p> <p>b. Strong postsecondary outcomes equal to similar peers.</p> <p>MAY DENY ONLY upon making written findings that:</p> <p>1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school; AND</p> <p>2. The closure is in the best interest of the pupils; AND</p> <p>3. The decision provided greater weight to the performance on measurements of academic performance.</p>	<p>1. Scored red or orange schoolwide on all state indicators on the Dashboard;<sup>1</sup></p> <p>2. For all measurements of academic</p> <p>1. The charter school is taking</p> <p>2. There is clear and convincing</p> <p>a. The school achieved measurable</p> <p>b. Strong postsecondary outcomes</p>
<p><b>For charter schools satisfying the criteria in this column:</b></p>	<p><b>For charter schools satisfying the criteria in this column:</b></p>	<p><b>For charter schools satisfying the criteria in this column:</b></p>
<ul style="list-style-type: none"> <li>● 5-7 year renewal term</li> <li>● Only required to update petition to</li>   <li>● Charter schools eligible for technical</li> </ul>	<ul style="list-style-type: none"> <li>● 5 year renewal term</li> <li>● Verified data considered for the next two subsequent renewals until January 1, 2026</li> </ul>	<ul style="list-style-type: none"> <li>● 2 year renewal term</li> <li>● Verified data considered until</li> </ul>

**Criterion 2: Evidence that the Educational Program is Sound and Successfully Implemented**

Once the County Office has determined a school has met the Minimum Standard for charter renewal, the team determines if the school’s additional evidence base is sufficient to merit approval for an additional term.

In contrast to an initial petition for a new school, a renewal request requires a charter school provide a track record of performance, in the form of student achievement and school performance data. Additionally, a charter school should have a well established governance team, legal and fiscal policies and procedures. Thus, the phrase, sound educational program and capacity to implement, is assessed against the past performance of the existing charter school as an indicator of likely future performance. Consistent oversight records assist with documenting progress and identifying areas for improvement year-to-year throughout the term of the charter.

In this stage of the renewal process the County Office will examine the school’s renewal submission documenting information in four key areas of charter school performance:

- 1. *Student Achievement and Educational Performance (see eligibility table above)*
- 2. *Governance and Organizational Management*
- 3. *Fiscal Operations*
- 4. *Fulfillment of the Charter*

The review shall include the school’s history of compliance with applicable law, regulations, court orders, any applicable Memorandum of Understanding, and any other terms described in the charter. Within each of the four categories above are a set of indicators that serve as a source of evidence regarding the soundness of the school’s educational program and its capacity of the leadership team to successfully implement the program.

To make a determination regarding the soundness of the educational program and the school’s capacity for implementation, the County Office reviews evidence and records of academic and school performance. The school’s fiscal operations, as revealed by indicators such as clean fiscal audits, assets, and enrollment history, are also signs of the school’s capacity to successfully implement the described program.

**Criterion 3: Reasonably Comprehensive Renewal Petition**

In contrast to the two previous criteria, which assessed the school’s past accomplishments, this criterion is focused on the school’s future. It requires the school to describe its plans for academic program, structure, and operations during the future term of the charter, should a renewal be granted. Education code requires charter schools applying for renewal to submit their request for Renewal at least 120 days prior to the expiration of the existing charter. Upon receipt of a petition, the County Office will assemble a team of content area experts to review the petition and document the Findings of Fact, if any, for the Board’s consideration and decision.

The County Office, where practicable, may meet with the charter school leader to answer technical questions and/or provide feedback on the draft petition prior to submission for renewal. Under certain circumstances, the County Office may determine that it is necessary to conduct a capacity interview as part of its effort to ascertain whether the school has the capacity to successfully implement the proposed changes. In that event, the County Office will notify the school promptly, so that an interview can be scheduled as soon as practicable. The petitioner team should plan to make itself available for the capacity interview within five (5) days of receiving notification from the County Office.

### Action by the Board of Education

The Board of Education may deny a renewal petition, if the charter school fails to meet the standard for renewal outlined in E.C. §47607. The Board of Education reviews the renewal petition and the County Office staff report summarizing findings. The staff report may include a recommendation.

A renewal petition shall not be denied unless the County Office makes written factual findings that support one or more of the following findings:

1. The charter school will provide an *unsound educational program* for students during the term of its charter;
2. The charter school is demonstrably *unlikely to successfully implement* the program set forth in the petition;
3. The petition does not contain the necessary affirmations set forth in the Charter Schools Act;
4. The petition does not contain reasonably comprehensive descriptions of the fifteen required elements set forth in the Charter Schools Act.
5. The petition does not contain a declaration of whether the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

<b>Notwithstanding E.C. §47607(c), 47607.2(a) and 47607.2(b), pursuant to 47607(e)</b>
<p>THE BOARD MAY ALSO DENY RENEWAL of any charter school upon a finding that:</p> <ol style="list-style-type: none"> <li>1. The charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors; OR</li> <li>2. The charter school is not serving the pupils who wish to attend, as documented by E.C. 47607(d)</li> </ol> <p>The County Office must provide 30 days’ notice with a reasonable opportunity to cure the violation AND make a finding that either:</p> <ol style="list-style-type: none"> <li>1. The corrective action proposed by the charter school has been unsuccessful; OR</li> <li>2. The violations are sufficiently severe and pervasive as to render a corrective action unviable</li> </ol>

If the petition is approved, the countywide benefit petitioner shall provide written notice of approval, including a copy of the petition, to the governing board of the school district in which the charter school is located. The County Office will submit proper approval documentation to CDE for all board approved charter schools. This documentation is generally located on the Charter School Division web page (E.C. §47605(k))

If the petition is denied, the County Office will ensure that all necessary documentation, including *Findings of Fact* and *Confirmation of Denial*, is delivered to the petitioner within ten business days. A transcript of the public hearing will be provided upon request of the petitioner. (E.C. §47605(k)).

**Promising Practices**

In fulfillment of the Charter Schools Act’s direction to *encourage of the use of different and innovative teaching methods*, and as a means to improve learning opportunities for all students in the County, the County Office may disseminate *Promising Practices* implemented by charter schools to other district leaders both in and out of the County.



## MATERIAL REVISIONS

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The following section describes each phase of the application and review process for material revisions.

### Step 0: Prior to Submission of the Application for Material Revision

Once a charter school determines it wants/needs to request an amendment of its current approved charter, the school leader should contact the County Office. County Office staff will work with the school to ascertain whether the proposed amendment amounts to a “material revision” that requires review and approval.

Amendments that constitute “material revisions” include, but are not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure. These changes may include but are not limited to:

1. Substantial changes to the educational program, including
  - a. mission or vision
  - b. the addition or reduction of grades served
  - c. enrollment increases above the enrollment capacity in the charter (>10%)
  - d. adding a classroom-based or independent study program
  - e. changing key positions identified in the petition (e.g., title change from principal to director)
2. Changes to location of facilities, including school sites, resource centers, meeting space, or other satellite facility including the opening of a new facility
  - a. temporary locations rented for annual student testing purposes shall be exempted from this provision.
3. Admissions requirements and procedures
4. Governance structure, including but not limited to:
  - a. changes in number of board members,
  - b. method by which new board members are selected, and/or
  - c. changes in majority/quorum or other provisions relating to resolution approval

Where applicable, to receive consideration in a Proposition 39 facilities request for a particular fiscal year, any increase in enrollment above the enrollment capacity in the charter should be approved by November 1 of the preceding fiscal year.

The County Office will notify the charter school within three business days of making the determination whether the proposed change is a material revision. If the proposed change is determined to be a material revision of the charter, the school must seek approval of its proposal through the material revision application process outlined below.

### Step 1: Submission and Review of the Application for Material Revision

In order to be accepted for review, a *Request for Material Revision to Charter* must be complete (Appendix D). The petition must include redline updates for all Education Code and Board Policy implemented since the charter was last approved. County Office staff will respond to technical questions, as requested and as available.

Once the charter school has submitted a complete material revision application, the County Office, will review the submitted revisions to determine whether the charter meets the legal requirements of E.C. §47605. Under certain circumstances, the County Office may determine that it is necessary to conduct a capacity interview as part of its effort to ascertain whether the school has the capacity to successfully implement the proposed changes. In that event, the County Office will notify the school promptly, so that an interview can be scheduled as soon as practicable. The petitioner team should plan to make itself available for the capacity interview within five (5) days of receiving notification from the County Office.

## **Step 2: Findings of Fact and Board Action**

If the County Office determines there is reason for denial of the requested material revision(s), it will notify the school promptly. At that time, the school may choose to withdraw the request or indicate its intent to proceed to Board action notwithstanding the County Office report.

Review of the material revision will begin once a complete submission is made to the County Office. A complete submission is defined in submission documentation in Appendix A and includes a signed and board approved *Request for Material Revision to Charter*. Upon review, the County Office will document any findings regarding the requested material revision(s) and may make a recommendation to the Board. The County Office will revise any contracts/ MOUs impacted by the material revision and send them to the charter school for signature.

Based on the County Office report and the guidelines delineated in E.C. §47605 and E.C. §47605.6, the Board of Education will make a final decision to approve or deny the request for material revision of the charter. The Board of Education may approve a request for material revision with or without conditions or benchmarks. The Board of Education may deny a request for material revision based on any of the reasons for denial identified in the *New Petition* section of this document with the exception of including the required number of signatures. A required number of signatures only applies to new petitions.

If the petition is denied, the County Office will ensure that all necessary documentation, including Findings of Fact and Confirmation of Denial, is delivered to the petitioner within ten business days. A transcript of the public hearing will be provided upon request of the petitioner. (E.C. §47605(k))

Should the charter school's request for material revision of its charter be denied, the school will continue to operate under the terms of its current approved charter.

Material revisions shall take effect immediately upon Board approval, unless a different effective date is applied as a condition of approval.

## Roles and Responsibilities at Each Step of the Material Revision Application Review Process

Application Review Step	County Office	Charter School
<p>Step 0: Prior to Submission</p>	<p>Determine whether proposed amendment constitutes “material revision” of the charter</p> <p>Provide material revision submission instructions</p>	<p>Contact the County Office to communicate intent to seek amendment of charter</p> <p>Learn about the material revision submission and review process and expectations for successful applications</p>
<p>Step 1: Submission and Review</p>	<p>Review material revision application</p> <p>Determine, in consultation with appropriate District staff, whether the proposed material revision is educationally sound, likely to be successfully implemented, and reasonably comprehensive</p> <p>Conduct capacity interview, as needed</p>	<p>Ensure that material revision application is complete and ready for submission</p> <p>Participate in capacity interview, as needed</p>
<p>Step 2: Findings and Board Action</p>	<p>Prepare Findings of Fact and any revised agreements</p> <p>Present findings to the Board</p>	<p>Sign any agreements</p> <p>Work with the County Office to finalize the proposed material revision requirements/ agreements based on conditions or benchmarks for approval</p> <p>Attend board meeting, if desired</p>

## ADDITIONAL PROVISIONS

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### Educating Students with Disabilities

#### ***Legal Obligations***

All public schools, including charter schools, are required to adhere to and implement the requirements of all applicable Federal and State laws and regulations pertaining to the provision of appropriate special education programs and services for students with disabilities. The following outlines the requirements charter schools must follow to educate students with disabilities:

#### **Individuals with Disabilities Education Improvement Act**

The Individuals with Disabilities Education **Improvement** Act (“IDEIA”) 2004 is the Federal law that governs special education. This law requires that those states and their local educational agencies that accept federal funding under the IDEA must have policies and procedures in place which ensures “a free appropriate public education” (“FAPE”) is available to children with disabilities residing in the state between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.

The governance of this legislation applies to students who are determined to have an eligible disability, require special education and/or specialized services and are between the ages of 3 and 21. Federal law requires that a continuum of placement options be made available to meet the needs of students with disabilities. This includes general education sites, special schools and centers, non-public schools, hospital and home programs as well as residential schools.

#### **Section 504 of the Rehabilitation Act of 1973**

Section 504 of the Rehabilitation Act of 1973 often called “Section 504” is a Federal civil rights law that prohibits discrimination/harassment on the basis of a disability in any program or activity receiving Federal financial assistance. Public schools are among a broad range of entities that must comply with the non-discrimination requirements of this law.

Many of the requirements of this law mirror those of IDEA such as “Child Find” and evaluation for services, development of a service plan and timelines.

#### **Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) gives civil rights protections to individuals with disabilities that are like those provided to individuals on the basis of race, sex, national origin, and religion. It guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, State and local government services, and telecommunications. While not specifically addressing special education services, the Supreme Court ruled in 1999 that under the protections afforded by this law, “no person with a disability can be unjustly excluded from participation in or be

denied the benefits of services, programs or activities of a public entity.” Public agencies, including school districts, are considered public entities.

### **California Charter Schools Act**

The provisions of the California Charter Schools Act specifically set forth that a charter school shall not discriminate against any pupil on the basis of any of the characteristics listed in E.C. §220 which includes disability as a prohibited basis.

### **Charter Schools’ Facilities Requirements**

California law requires all charter schools to occupy one of the following types of facilities:

- (1) Facilities that comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located;
- (2) Facilities that comply with the Field Act; (3) Facilities exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, such as the federal government. In addition, charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

The COE will work collaboratively with local building enforcement agencies to obtain assurances that the certificates of occupancy issued for District-authorized charter schools located within their jurisdiction meet all applicable building, safety and health codes, including but not limited to, the accessibility requirements of the law.

### **Special Education Local Plan Area (“SELPA”) Participation**

Prior to Board of Education approval, charter schools shall execute a Memorandum of Understanding (“MOU”) by and between the COE and the charter school regarding the provision and funding of special education services consistent with the requirements of the SELPA Local Plan for Special Education.

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a Memorandum of Understanding (“MOU”) by and between COE and the charter school (if considered a Local Educational Agency (“LEA”) regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the COE for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing requirements. In order to effectuate this change for existing charters, a petition amendment and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

## **Conflicts of Interest**

An important responsibility for charter schools is effective and ethical governance. All charter schools authorized by the County Board of Education must commit to the highest level of ethical standards. Charter schools authorized by the County Board of Education shall comply with all applicable conflict of interest requirements. As a general guide, members of the charter school's executive board; any administrators, managers or employees; and any other committees of the school shall establish and abide by policies and procedures that comply with applicable federal and state laws and regulations, nonprofit integrity standards, and the County Board of Education charter school policies and regulations regarding conflicts of interest.

## **Political Reform Act**

Enacted in 1974, the Political Reform Act was passed by California voters to promote integrity and transparency in state and local government agencies by helping agency decision makers avoid conflicts between their personal interests and official duties. Under the Act, these individuals are required to disclose certain financial interests on their Form 700 filings.

### ***Form 700***

In accordance with the Political Reform Act, as part of compliance with the County Office Conflict of Interest Code, every member of a public charter school board of directors and each public charter school officer, employee, or consultant meeting the three-pronged criteria established under state law shall file a state-mandated Form 700 Statement of Economic Interests

1. within 30 days of assuming office,
2. annually thereafter, and
3. within 30 days after leaving office.

Each individual's Form 700 Statement of Economic Interest shall remain on file at the charter school's primary administrative office and the original filed as required by law. Form 700s must be made available, upon request, for inspection by any member of the public. The authorizer receives a copy as part of annual oversight.

The three-pronged criteria established under the Act for determining Form 700 filing positions are:

1. Is the position involved in making governmental decisions on behalf of the charter school?
2. Is the position involved in making financial decisions on behalf of the charter school?, and
3. Is the position involved in advising decision-makers regarding governmental and financial decisions on behalf of the charter school?

If the answer is yes to any of the three questions above, the position is a Form 700 filing position.

### ***Liaison Process and List of Charter School Filers***

April 1 is the statutory deadline for annual filing of the Form 700 Statement of Economic Interest (SEI). Prior to April 1 of each year. Each charter school or CMO should identify a Form 700 liaison to collect and mail its original SEIs to the required government agency. Originals must be sent as the state law prohibits emails and faxes. Each charter school or CMO should also submit an organizational chart and roster of their designated filers.

### ***Notifications***

Charter school filers that fail to meet the annual April 1 deadline will receive a *Notice to Cure*. The COE will report to the California Fair Political Practices Commission any filers that remain delinquent thirty (30) days after the date of the notice.

**Late Fines**

The California Fair Political Practices Commission may impose fines on charter school officials that fail to file Form 700 SEIs in the manner described above.

Beyond what is outlined above, it is the responsibility of the charter school to ensure that all filers understand not filing requirements and requirements regarding conflicts of interest, self-dealing, and incompatible activities, which should be reasonably set forth in the governance provisions of the charter (E.C. §35160, E.C. §47600 and Government Code §1090, §6250, §54950, §81000).

## APPENDIX DOCUMENTS

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**Disclaimer:** The following Appendix items are intended to be a resource to help authorizers get started with compiling their own document collection. These documents come from a variety of sources and are not the only documents acceptable for use in this work. Documents should be reviewed periodically to ensure legal compliance and/or improve ease of use.



## Appendix A: New Petition Resources

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- Appeal Submission Process
- Countywide Charter Submission Process
- Capacity Interview Guidelines/Sample Questions
- Pre-Opening Checklist

# Charter Appeal Submission Process

## *Petition Presented on Appeal Following Denial by a School District*

### A. Submitting the Appeal

The County Office advises petitioners carefully read and follow directions in the checklist that follows to avoid unnecessary oversights. A complete submission includes:

1. **The Charter School Petition Review Checklist** include page numbers identifying the location of required information.
2. Please assemble seven (3) binders plus one electronic copy on a thumb drive. This includes, one (1) electronic copy of all documents submitted in the binders, as described. Provide the budget projections/ cash flow in EXCEL format ONLY. Submit additional Appendix documents in PDF format. Use tabs to separate each requirement.

Also be sure to include the following:

3. **Form A** Notice of Appeal: Denied Charter Petition
4. **Appeal documentation, including:**
  - a. A copy of the District governing board's action of denial of the petition and the governing board's written factual findings specific to the particular petition, as required by E.C. section 47605(b).
  - b. OPTIONAL: A brief written response to the district board's findings (no more than 3 pages).
  - c. Signed certification that the petitioner(s) will comply with all applicable laws, including, but not limited to the provisions of E.C. §47605(d) *et seq.*
  - d. A narrative description of any changes to the petition necessary to reflect the County Board of Education as the chartering entity. There shall be no material changes to the charter petition as denied by the school district.
5. **The original charter petition and supporting documents considered by District when petition was denied**
  - a. Include proposed start-up and three-year budgets (including assumptions) as denied by the local school board.
  - b. Renewal petitions must contain documentation that the school met at least one of the renewal criteria specified in E.C. §47607(b) and a description of how the school has met all new charter requirements enacted into law since the charter was granted or last renewed (*California Code of Regulations*, Title 5, 11966.4).

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***The appeal package must be delivered to the County Office of Education***

### Notice of Appeal: Denied Charter Petition

Type:  Denied Initial Petition  Denied Renewal Petition

#### CHARTER SCHOOL INFORMATION

Name of proposed charter school: \_\_\_\_\_ District of proposed school: \_\_\_\_\_  
Address of proposed school: \_\_\_\_\_  
Proposed grade levels: \_\_\_\_\_ Proposed total enrollment: \_\_\_\_\_ Proposed opening date: \_\_\_\_\_

#### LEAD PETITIONER INFORMATION

Name of lead petitioner: \_\_\_\_\_ Position with proposed charter school: \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_  
Daytime Phone Number(s): \_\_\_\_\_ \_\_\_\_\_ Email address: \_\_\_\_\_

#### LIST CHARTER DEVELOPMENT TEAM MEMBERS

Include names and positions with proposed charter school

Name	Position

#### CERTIFICATION

I/we certify that we are interested in applying for a charter school within \_\_\_\_\_ County. Please sign in blue ink.

Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Attach Articles of Incorporation and By-Laws of non-profit corporation or explanation of why these have not yet been developed.*

#### OFFICE USE ONLY

Received by: (print name) \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Countywide Charter Submission Process

## A. Submitting the Petition

The review timeline becomes effective when the petition binders and electronic copies are submitted to the Superintendent's Office at the County Office of Education. Incomplete submissions may result in findings to support denial.

<input type="checkbox"/>	The Charter Review Checklist with page numbers identifying the location of required information. Place in front pocket of each petition binder.	
<input type="checkbox"/>	One (1) electronic copy of all documents submitted in the binders. Provide charter petition in Microsoft WORD format ONLY and the budget projections/ cash flow in EXCEL format ONLY. Submit additional Appendix items in PDF format.	
<input type="checkbox"/>	<b>Three (3) additional petition binders containing the Petition items <u>with tabs</u> separating each item</b>	
<input type="checkbox"/>	Table of Contents	
<input type="checkbox"/>	▶ <b>Form A</b>	Notice of Intent to Submit Application
<input type="checkbox"/>	Articles of Incorporation and by-laws for the non-profit organization (or explanation of why these have not yet been developed), if applicable.	
<input type="checkbox"/>	<p>A completed charter petition includes:</p> <ul style="list-style-type: none"> <li>✘ a cover letter signed by the governing board president, or designee, authorizing the submission of the charter renewal petition.</li> <li>✘ Certification the petition is complete</li> <li>✘ Signature pages               <ul style="list-style-type: none"> <li>○ 50% of meaningfully interested teachers OR 50% of meaningfully interested parents for start-up charter schools</li> </ul> </li> <li>✘ Reasonable justification for why it could not be established by petition to a school district pursuant to E.C. section 47605.6.</li> <li>✘ Letters of Notification to Districts of Intent to Operate Charter School per E.C. section 47605.6</li> <li>✘ submission of redline and clean copy charter petition containing               <ul style="list-style-type: none"> <li>○ a reasonably comprehensive description of all 15 elements (16 for countywide) and supplemental materials per E.C.47605.6(b), including, but not limited to</li> <li>○ required supplemental Information</li> <li>○ Assurances per E.C. section 47605</li> <li>○ a financial plan, including a proposed charter school budget (start-up costs, multi-year projections and cash flow for at least 3 subsequent years)</li> <li>○ an Impact Statement: How administrative services will be provided</li> <li>○ Special Education/SELPA description of services provided, due process policy, contracts</li> <li>○ dispute resolution language</li> <li>○ Appendix documents</li> </ul> </li> <li>✘ Submit supplemental materials with the charter petition. Appendices and supplemental materials will not be used in place of the reasonably comprehensive description of the required charter petition elements pursuant to E.C. §47605.6.</li> </ul>	
<input type="checkbox"/>	▶ <b>Form A</b>	Request for Information from Prospective Charter School Board Members. Including resumes and questionnaires.

## B. Additional Information that may be requested at a later time: Do Not Submit Until Requested

<input type="checkbox"/>	▶ <b>Form B</b>	Applicant Information form
<input type="checkbox"/>	▶ <b>Form C</b>	Authorization to Release Information

# Request for Information Form

## Prospective Charter School Board Members

### PETITION FOR ESTABLISHMENT OF A CHARTER SCHOOL

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Charter Oversight Office in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

#### **Background**

Will you be at least eighteen years old by January 1 of the year in which the proposed charter school would open?

Yes  No

#### **Using this "Form A" as a cover sheet, submit typed responses to the inquiries on this page:**

1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate specifically the knowledge and experience that you would bring to the board.

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Applicant Information**

*PETITION FOR ESTABLISHMENT OF A CHARTER SCHOOL*

**Applicant Information – ATTACH RESUME**

Applicant's Position with Charter School:		
<input type="checkbox"/> Lead Petitioner <input type="checkbox"/> Director/Principal <input type="checkbox"/> On-Site Financial Manager		
Name of Applicant (First/Middle/Last) :		
Other Names Used (i.e. Maiden/Former Married):		
Current Address:		
City:	State:	Zip:
<b>Background Information</b>		
<b>Include this information in the attached resume:</b>		
• Education History		
• Employment History – If applicable, include previous experience with Charter Schools		
• Professional Licenses/Credentials		
• Professional Affiliations (corporate positions, board member positions, etc.)		
• Fictitious Business Name Affiliations		
• Professional References		
• If applicable – Arrests and/or Convictions		
<b>Proposed Charter School</b>		
Charter School Name:		
Address (if available):		
City:	State:	Zip:
Legal Entity Behind Charter School (if available) – Provide 501c Certification		
Other Charter Schools with which Affiliated (prior and current):		
Location of Other Charter Schools:		

**Authorization to Release Information**

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above references Charter School.
- Releases the \_\_\_\_\_ County Office of Education and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine by background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter/renewal petition and review process.

**Signature**

Applicant Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**OFFICE USE ONLY**

Charter School Application Process by: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_







# Capacity Interview Guidelines

## \_\_\_\_\_ County Office of Education

### *Charter School Petition Capacity Interview*

Charter School:

Date:

Time:

COE Interviewer Team	Relationship to COE	Charter School Representatives	Relationship to School

#### **Pre-Interview:**

- Introduce the members of the interview team.
- Have school representatives state their names, current positions with the school, and roles in writing and implementing the charter petition.
- Describe the purpose of the capacity interview:
  - to help determine whether the governing board and leadership team have the capacity to successfully implement the proposed charter school program, and
  - to clarify information in the written petition and public statements and avoid any potential misunderstanding.

#### **Describe the process:**

- Various review team members will ask questions, sometimes directing the question to a specific individual
- Please try to keep answers focused on the question; may be necessary to limit time for answers
- Assign an individual to take note of the responses.

**The Capacity Interview sample questions- Clear this sample table and add your own page numbers and questions:**

Page	Development of the Charter Petition	Responder	Response
	<p>(EXAMPLE QUESTIONS AND PAGE NUMBERS)</p> <p>Who had primary responsibility for writing the charter school petition and is most familiar with its content?</p> <p>Briefly describe why this mission and approach were selected for the identified student population?</p> <p>What experience with high school programming does/do the primary author/s have?</p> <p>Who was responsible for developing the budget in the charter petition?</p> <p>How was the size of the proposed charter high school chosen?</p> <p>What was the board’s process for reviewing and approving the charter petition? And the budget?</p> <p>How does the board manage the conflict of interest created by the inclusion of school employees on the board of directors?</p> <p>What percentage of students at your high school do you predict will be low income? (budget assumes 41.6%)</p> <p>What percentage English learners? (budget assumes 0%; District is 1.8%)</p> <p>What percentage of students do you predict will be students with disabilities?</p> <p>Why do you think the demographics of the high school will be the same those of the K-8 school?</p> <p>With the block schedule, how often will students have mathematics? And foreign language? Why do you think that frequency is sufficient for these courses?</p> <p>Given the considerable number of pedagogical strategies identified, how will the school prioritize PD and implementation?</p>		
12			
17			
106			
App N			
26			
41-47, 61,			
App D			

Page	School Operations, Management and Governance	Responder	Response
131	<p>How are you going to meet your goal to serve low-income students through a lottery process?</p> <p>How will your lottery operate to implement the admission preferences?</p> <p>How will a sibling priority affect your ability to do so after the first lottery?</p> <p>The K-8 program reported very few (if any) expulsions and suspensions (per CDE data). How do you expect to deal with the more challenging behavior of high school students?</p> <p>Why is there no right for students to appeal an expulsion?</p>		
149	<p>What courses will be considered non-core and therefore not require a credential?</p>		
26	<p>What are the expectations for teacher working hours? How do you plan to staff the before and after-school activities?</p>		
33	<p>Why did you choose a 30/1 ratio for core courses? What student/teacher ratio for non-core classes have you planned?</p> <p>Who will be responsible for managing the various internships, college courses, interventions, and enrichment?</p>		
112	<p>How do you intend to staff so many mathematics (3 for freshmen) and science classes (3 + labs at full size) with qualified teachers to meet A-G requirements?</p>		
26	<p>If the Public Charter School Grant is not approved or approval is delayed, how will you implement the start-up activities, including staff development?</p> <p>What is the basis for the enrollment and ADA projections? Why do you believe these projections are reasonable?</p> <p>How confident are you in the school's ability to meet first year enrollment targets? Why?</p>		
Page	School Operations, Management and Governance	Responder	Response
App A App N 21 & N	<p>What is your plan for start-up activities? (App A is mostly planning)</p> <p>Why have you projected full enrollment for each year, including grades 11 and 12 which can be difficult to fill with transfers?</p>		

<p>App N</p> <p>19</p> <p>30-31</p>	<p>Do you have agreement with the district to provide meal service for the high school program? If they do not agree?</p> <p>How did you ensure that you have budgeted sufficiently for professional development, including development before and during the school year?</p> <p>Are you aware of the state deferrals of revenues apportionment? What is your plan to meet cash flow needs in the event of more deferrals?</p> <p>Describe how the board will perform its fiscal oversight to ensure fiscal viability and sustainability. Are there board members with fiscal background or school finance experience?</p> <p>What is the status of the selection of a school site and the plans for construction of the site? What is the current estimate of when the site can be ready for occupancy? Do you have a back-up plan if you are unable to construct a school site for the fall 2018 school year?</p> <p>How does the facility design align with the program design? What, if any, specific features are included to meet specific program needs?</p>		
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**Closing the Capacity Interview:**

Describe next steps for the petition review:

- Reviewers will complete their evaluation of the petition, aided by the information provided in this interview
- The Board of Education will receive a report from the review team, summarizing findings
- The Superintendent will make a recommendation to the Board
- Decision will be made by the Board on xxxxx date. At that meeting,
  - xxxx will present the findings
  - Board will ask questions and deliberate
  - You [and/or your supporters] will have an opportunity to...

## Charter School Pre-Opening Requirements

*CARSNet Template 9/2016*

Provision of all documents listed to the satisfaction of the County Board of Education (BCBE), is a condition of opening the Charter School. In the event that the Board determines that the Non-Profit has failed to comply with these conditions, the Board may, at its sole discretion, delay the opening of the Charter School by up to one year and specify additional or altered conditions for such delayed opening.

Item	Description	Due Date (All dates prior to school opening)
<b>SCHOOL BASICS</b>		
School contact information	School contact information: school leader name, school phone, school fax, school leader emergency phone, leader email, school address	
CDE code	Confirmation of receipt of CDS code	
School leadership	Roster of school leadership (Excel format) with phone and email, including: <ul style="list-style-type: none"> <li>• school leader</li> <li>• assistant leader (vice principal, assistant principal, etc.)</li> <li>• on-site coordinators and/or coaches</li> <li>• designated special education coordinator</li> <li>• designated English learner coordinator</li> <li>• designated Section 504 coordinator</li> <li>• designated homeless coordinator</li> <li>• office/operations manager</li> <li>• primary finance/accounting contact</li> <li>• primary human resources contact</li> </ul>	
Organizational chart	Structure of organization from governing board to classroom teacher, including Charter Management Organization, if applicable.	
<b>GOVERNANCE</b>		
Final charter	Final copy of charter with any requested changes	
Articles of Incorporation	As submitted to the state	
Bylaws	Latest version approved by the governing board	
501(c)(3) tax-exempt status	Letter from IRS confirming approval of tax-exempt status	
Board roster	Names and email addresses of all board members, with end date for current term of service, officers, and committee assignments identified.	
Board clearance	Certification of clearance of governing board members (criminal background check DOJ and FBI; child abuse registry check)	
Board training	Verification of annual Brown Act and Fair Political Practices Act training for board and leadership	
Board meeting schedule	Dates, times, and locations for all regular meetings of the board for the fiscal year; include all standing committees; identify annual organizational meeting at which board members and officers are elected	
Meeting agendas	All board and standing committee meeting agenda for the	

Item	Description	Due Date (all dates prior to school opening)
	period from approval of the charter by the Butte County Board of Education to the due date	
Meeting minutes	Minutes of all board and standing committee meetings for the period from approval of the charter by the Butte County Board of Education to the due date	
<b>ADOPTED POLICIES</b>	<b><i>All policies to be clearly marked with date of most recent board adoption.</i></b>	
Conflict of Interest Policy	Conflict policy compliant with Charter and Fair Political Practices Act	
Public Records Act Policy	Procedures implementation of California Public Records Act	
Special Education Policy	Including procedures compliant with IDEA and requirements of SELPA; consistent with Charter	
Student Records Policy	FERPA-compliant student records policy, including information on directories and parental access to records	
Admission/Enrollment Policy	Procedures for admission and enrollment of students in the school, including assurances of non-discrimination	
Student Discipline Policy	Policies and procedures for student discipline, including behavior expectations, suspension/expulsion standards, and due process; including procedures for students with disabilities	
Rehabilitation Act §504 Policy	Procedures to ensure compliance with legal requirements consistent with Charter	
English Learner Policy	Procedures to ensure compliance with legal requirements, including identification, placement, and reclassification consistent with Charter	
Complaint and/or Internal Dispute Resolution Policy	Including procedures and forms; must include Uniform Complaint Procedure; may include other forms and systems established by school	
Fiscal Management/Control Policy	Internal fiscal control policies and procedures meeting GAAP, including procedures for receipt and disbursement of funds, reconciliation of accounts, contracting, budget preparation, and protection of assets	
Health and Safety Policies	Covering student health and wellness practices (including immunizations, medications, screenings, student wellness, and food service) and safety procedures for each campus, including campus supervision, field trip supervision and screening of volunteers	
Student Grading/Promotion	Policies and procedures regarding student grading, placement of students by grade, promotion from one grade to the next, and retention in current grade; including samples of parent notifications	
Student Free Speech Policy	Standards and procedures regarding student free expression, consistent with applicable state and federal law	
<b>ADMINISTRATION</b>		
Proof of Insurance	Certificate of insurance in the amounts required by the MOU; County Board of Education as additional insured	
Risk Management Plan	Policies and practices to prevent and address foreseeable risks and incidents occurrences, plus certification that such policies and practices have been instituted	
Student information system	Contract or other verification of student information/attendance tracking system	
Student nutrition	Contract or other verification of plan for providing free or	

Item	Description	Due Date (all dates prior to school opening)
	reduced price nutritionally adequate meals	
Health Department	Health department approval for service of food at school facility	
<b>PERSONNEL</b>		
Employee Handbook	Personnel policy and/or documentation provided to all employees regarding terms of employment, including mandated child abuse reporting, non-discrimination, sexual harassment, and complaint procedures	
Teacher credentials and highly qualified teacher requirements	Spreadsheet containing specified information on all instructional personnel	
Criminal and TB screening	Certification that all employees have been subject to criminal background check (FBI and DOJ) and tuberculosis screening	
Safety training	Certification that all employees have been trained in health, safety and emergency procedures	
Payroll	Contract or other verification of payroll service provider; or identification of individual responsible for payroll processing	
STRS/PERS Reporting	Contract/s for STRS and/or PERS reporting	
Job descriptions	Job descriptions for all school leadership positions (listed above) and teachers (including resource teachers, prep teachers, instructional coaches, etc.)	
Evaluation	Performance evaluation procedures for all leadership positions (listed above) and teachers (including resource teachers, prep teachers, instructional coaches, etc.)	
<b>STUDENT ENROLLMENT</b>		
Recruitment materials	Promotional materials and description of outreach/recruitment activities to be undertaken (with dates and locations); including notice of enrollment period (accepting applications, close of applications, lottery, etc.)	
Admission, Enrollment and Exit Procedures	Description of process for admission and enrollment of students, consistent with Charter, and including dates for receiving applications and conducting lottery; also addressing process for exit (voluntary withdrawal) and notification of district of residence	
Application Form	Current printed, downloadable, or on-line form to apply for admission to the school	
Required documents/enrollment package	List of information and documents required to complete enrollment of admitted students	
Verification of sufficient enrollment	Verification that school has completed the enrollment process for a select number of students in each grade equal to at least 80% of the enrollment projected in its budget for the first year of operation; verification to consist of spreadsheet with student name, DOB, grade enrolled, parent/guardian name/s, home address, phone	
Student roster	List (specified Excel format) of students admitted, enrolled and on wait list, including student name, CSIS number, DOB, grade enrolled, parent/guardian name/s, home address, phone, district of residence, prior school attended, enrollment status (i.e., admitted, enrollment complete, wait list)	
Notices to Parents/Guardians	Copies of all mandated notices to parents and guardians, including those required under NCLB and other applicable law	



Item	Description	Due Date (all dates prior to school opening)
	(Examples: ESSA Title I, English learners, special education, etc.)	
Student/Family Handbook	Material provided to students and families regarding school policies, procedures, and expectations, including attendance, discipline, parent volunteers, electronics, dress codes, etc.	
<b>FACILITY</b>		
Facilities Lease Agreement(s)	Lease, rental agreement, facilities use agreement or similar documentation of right to use school facilities	
Building permits	Evidence of compliance with local building code for educational uses, including building permits and zoning	
Certificate of Occupancy	Valid current Certification of Occupancy for school use	
Fire Marshal Inspection	Verification of passage of Fire Marshal inspection of the site	
Safety plan	Safety and emergency response plan for specific site/s, covering earthquake, fire, natural disasters, bomb threat and criminal activity lock-down procedures; sample evacuation plans for classrooms; planned rotation of safety drills	
Facility inspection	School site passes, to satisfaction of the BCOE staff, pre-opening facility inspection based on published standards	
<b>ACADEMIC PROGRAM</b>		
Academic calendar	Calendar of academic year showing holidays, recess periods, staff development days, etc.	
Daily bell schedule for site-based programs	Current schedule of class periods on daily and weekly basis, with arrival and dismissal times for regular and early release days	
LCAP	Local Control and Accountability Plan, using state template	
Curriculum	Scope and sequence for all subjects in grades to be served in first year	
A-G Approved Courses: High Schools Only	Verification of UC/CSU approval of A-G courses	
Instructional materials	List of instructional materials and textbooks to be used in the first year of operation; copy of orders for materials	
SELPA Documentation	Verification of provision for special education services: membership in a Special Education Local Planning Area (SELPA) or agreement with [authorizing agency] on charter school as "school within the district" for purposes of special education	
Special education services (if not "school within the district")	Signed contract with special education and/or 504 service providers or identification of individual/s responsible for providing service	
Independent Study Program Verification <i>(if applicable)</i>	Documentation verifying compliance with independent study requirements	
<b>FINANCE</b>		
Attendance Accounting Procedures	Description of or instructions for attendance accounting	
Preliminary Budget	Budget for first fiscal year of operation; completed using specified template and instructions for additional information, as requested (i.e., MYP, Cash Flow, LCAP expenditures, special education)	
Revised Preliminary Budget	Updated/revised budget and cash flow schedule for first fiscal year of operation; completed using specified template, with	

Item	Description	Due Date (all dates prior to school opening)
	amounts reflecting actual enrollment and hiring	
Charter School Annual Information Survey	CDE on-line form designating status of school as direct or indirect funded	
PENSEC	Pupil Estimates for New or Significantly Expanding Charters (PENSEC) reporting estimated average daily attendance (ADA) and other pupil counts for charter schools that will be newly operational	
Procedures to be used in event of school closure	Plan for school closure, consistent with charter provisions	
Identification of point of contact for closure activities	Name, phone, email, fax, and postal address for primary contact in event of school closure	
Accounting services	Signed contract with back-office or financial services provider; or identification of individual/s responsible for fiscal management	
Bank information for fund transfers	Completed forms for transfer of funds to charter school (to COE for direct-funded; to BCOE for locally funded)	
Start-up grant	Public Charter School Grant Program application and subsequent correspondence re: status	

## Appendix B: Oversight

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- Minimum Documentation for Oversight Collection
- Annual Oversight Report to Authorizing Board
- Annual Charter School Self-Reflection (incorporates into report to the Board)
- Annual Site Visit Guidance
- Annual LCAP Review and Feedback
- Annual Governance Observation Checklist
- Oversight Assurances

## Minimum Documentation for Oversight Collection

Document Submission	Due Date
<b>Student Admission and Enrollment</b>	
Admission, Enrollment and Exit Procedures	September 1 first annually
Application Form (Lottery)	September 1 annually
<b>Financials</b>	
Adopted Annual Budget	July 1
Final Audit Report	December 15
Final Unaudited Actuals	September 15
First Interim Report	December 15
Preliminary Budget (June Adopted Budget)	July 1
Second Interim Report	March 15
<b>Attendance Reporting</b>	
Annual Apportionment (P-Annual)	July 15
First Principal Apportionment (P-1)	Jan 15
Second Principal Apportionment (P-2)	May 1
<b>Educational Program</b>	
Annual Performance Report (Self-Evaluation)	March 30
Local Control and Accountability Plan (LCAP)	July 1
School Accountability Report Card (SARC)	February 1
Academic Calendar (holidays, recess periods, staff development days, etc.)	September 1 annually
Accreditation (status of WASC)	Not sure best deadline date
<b>Board Meeting Information</b>	
Board Meeting Agenda (advisory council if locally funded)	Multiple Dates Scheduled
Board Meeting Minutes (advisory council if locally funded)	Multiple Dates Scheduled
Board Meeting Schedule (advisory council if locally funded)	September 1
Board Roster (advisory council if locally funded)	September 1
<b>Board Policies</b>	
Bylaws	September 1 first year. Certify no changes annually thereafter or submit revisions.
Public Records Act Policy	
Rehabilitation Act 504 Policy	
Students with Special Needs Policy - IEP and 504	
Conflict of Interest Policy	
Fiscal Management/Control Policy	
Student Discipline Policy	
Health and Safety Policy	
<b>Safety and Buildings/Facilities</b>	
Comprehensive Safety Plan (E.C. §32280–32289)	Adopt within one year of initiating operation, update by March 1, every year thereafter
Certificate of Occupancy (E.C. §47610)	September Year1, thereafter, provide update or certify no changes
Facility Inspection	September 1 first year or prior to opening, whichever comes first
Fire Marshal Inspection	September 1 first year or prior to opening, whichever comes first
<b>Administration</b>	
Certification of Employee Screening	September 1
Proof of Insurance (authorizer additional insured)	September 1
School Leadership/Organizational Chart	September 1
<b>Renewal</b>	
Charter Renewal Executive Summary	Varies- only in renewal years
Charter Renewal Performance Report	Varies- only in renewal years
Charter Renewal Petition	Varies- only in renewal years
Charter Renewal Petition - Appendices	Varies- only in renewal years
Charter Renewal Petition	Varies- only in renewal years
<b>Contracts</b>	
MOU	September 1

## Annual Performance School Report Template

The annual self-evaluation reflects on progress made in the current year, whereas the renewal self-evaluation covers the full term of the charter. This document is provided to the authorizer to support completion of the annual board report that follows.

# ANNUAL CHARTER OVERSIGHT REPORT [School Name]

2022-2023

[Organization]

[NAME, SUPERINTENDENT]

BOARD OF EDUCATION

[NAME]

[NAME]

[NAME]

[NAME]

PREPARED BY [NAME],

[TITLE]

## A Message about Charter Authorizing

The administrative procedures for charter authorizing align with the County Board of Education’s (CBE) Policy, California Education Code and best practice in authorizing and oversight, as determined in statewide authorizing meetings. These procedures guide the work of the County Office of Education staff and the Board of Education to provide charter school governing boards, administrators, and the public a clear understanding of its authorizing practices. County Office oversight supports and promotes charter schools as an integral partner in meeting the diverse educational needs and priorities of County students and families.

The three phases of authorization—petition, oversight, and renewal—form a unified process. They coherently connect the petition for a new school, the review of the school’s performance during the life of its charter, and the renewal decision.

Annual charter oversight is comprised of several components:

- attendance at charter school public meetings, as schedules allow
- submission and review of required documents via an online platform
- progress monitoring the school’s ability to fulfill the terms of its charter each year of the charter term
- formal and informal site visits
- collaboration with COE Fiscal Services regarding fiscal monitoring and other departments, as needed

The *Charter Performance Progress Report* is followed by *Appendix* documentation that details reasons for findings determined through oversight practices described above.

## School Overview

Grades Served	
Current Year Enrollment	[insert ‘as of... date’]
School Website	
Location	
Leadership Team:	[Name, Phone, Office and Term of Board Members and Name, Phone of Administrators]
School Mission	
School Contact Information	
Brief School Description	

## Authorization Information

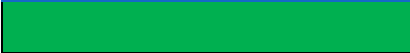


First Approved	[Year]
Most Recent Renewal	[Year]

CDE Renewal Tier	[High, Medium, or Low]
Most Recent Term	[July 1, Year-June 30, Year]
MOU Term Highlights	Narrative
Current Term Conditions Corrective Actions	Narrative

## Assurances

The charter school submitted a signed <i>Oversight Assurances</i> document to the authorizing agency ensuring compliance with applicable state and federal laws.	YES	NO
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## Rating Key

Performance Color	Description
	Outcomes are generally positive with few exceptions
	Mixed outcomes compared to state average
	Outcomes are generally below expectations with few exceptions

## Academic Performance

### *Is the charter school's education program a success?*

This section provides an overview of the school's performance, in the year reviewed, on a variety of academic measures the school is accountable for achieving. Notably, the academic expectations are aligned with the standards for renewal pursuant to state law.

Indicator and Measure	Performance	
Is the school's academic performance on track for renewal?		
State and Federal Accountability		
CA Dashboard: All Students	Math	
	ELA	
CA Dashboard: Subgroups	Math	
	ELA	
College and Career		
Academic Engagement		
Academic Growth: Measurable Increases Using Local Assessments		
Postsecondary Success		
Mission-Specific Goals		

Alternative Metrics (DASS Only)	
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## Operations and Governance Performance

*Is the charter school operating and governed effectively?*

This section provides an overview of the school’s performance, in the year reviewed, in fulfilling legal requirements and fiduciary/public stewardship responsibilities and other measures relevant to operational health and performance.

Indicator and Measure	Performance
Education Program Fidelity	
Financial Management and Oversight	
Governance and Reporting	
Student and Employee Rights and Requirements	
Health and Safety	
School Environment	

## Financial Health and Sustainability

*Is the charter school financially viable?*

This section provides an overview of the school’s performance, in the year reviewed, on financial measures the school is accountable for achieving, and a review of current trends. These measures provide information about the school’s financial health and sustainability.

Indicator and Measure	Current Year	Multi-Year Trend
<b>Near-Term Measures</b>		
Current Ratio		
Unrestricted Days Cash		
Enrollment Variance		
Debt Default		
Reserve		
<b>Sustainability</b>		
Total Margin		
Debt to Asset Ratio		
Cash Flow		
<b>Fiscal Controls</b>		

## Advancing Equity and Access



### *Is the charter school serving public policy purposes?*

This section provides an opportunity for the school to reflect on its purpose in the community as articulated in the approved petition. Reflection questions and data include:

- How has the school remained faithful to the educational needs of the community where the charter school is located?
- How has the school's presence in the community continued to serve the interests of the entire community, including any benefits to its public school system as a whole?
- Evidence should include most recent data that demonstrates:
  - that the school advances equity and fair treatment for students through the academic performance of significant student groups,
  - compliance with laws protecting the rights of students, including lack of adverse findings on disproportionality of discipline and identification for special education
  - fair and equitable enrollment practices.

School Reflection	
School Reflection	
Where there is room for improvement in serving public policy purposes, describe the school's aspirations and plans	
Authorizer Reflection	

### Local Control and Accountability

BCOE LCAP Feedback

### Strengths and Areas for Improvement

The closing section of the Annual Performance Report provides a summary of the strengths and areas for improvement, based on an assessment of all three frameworks and the site visit report.

Strengths	Areas for Improvement
Authorizer Required Actions	



**OVERSIGHT REPORT APPENDIX**

## Annual Oversight Assurances

[Insert signed *Oversight Assurances* here. Replace this page with the signed *Oversight Assurances*. They are a component of the charter school documentation required to complete this report. See the pages that follow this report.]

# OPERATIONS AND GOVERNANCE

*Core Question: Is the charter school operating and governed effectively?*

## 1. General Requirements and Fidelity to Mission

Measure 1a: Education Program Implementation		
<b>Meets Standard:</b> The school implemented the material terms of the education program and the education program in operation reflects the material terms as defined in the petition/MOU.		
<b>Partially Meets Standard:</b> The school partially implemented the material terms of the education program.		
<b>Does Not Meet Standard:</b> The school has failed to materially comply in the manner described above.		
Meets	Partially Meets	Does Not Meet Standard
Evidence: compare the MOU to the charter petition and verify during site visit		
Action Required?		
If Yes, Detailed Action(s) with Timeline:		

Measure 1b: Education Program Requirements		
<b>Meets Standard:</b> The school materially complies with applicable federal and state laws, rules, regulations, and provisions of the charter petition and/or MOU relating to education requirements, including but not limited to: <ul style="list-style-type: none"> <li>• assurances in its charter petition</li> <li>• those Education Program requirements enumerated in E.C. §47605 (c)(5)(A);</li> <li>• minimum instructional minutes and days, as required by grade;</li> <li>• records retention policies, particularly for student records;</li> <li>• graduation requirements;</li> <li>• statewide educational standards;</li> <li>• state assessments required; and</li> <li>• implementation of mandated programming required for state or federal funding.</li> </ul>		
<b>Partially Meets Standard:</b> The school partially complies with applicable federal and state laws, rules, regulations, and provisions of the charter petition and/or MOU relating to education requirements.		
<b>Does Not Meet Standard:</b> The school has failed to materially comply in the manner described above.		
Meets	Partially Meets	Does Not Meet Standard
Evidence: assurances, site visits, submit FPM review letter		
Action Required?		
If Yes, Detailed Action(s) with Timeline:		

## 2. Education Program: Specific Student Populations

## Measure 2a: Students with Disabilities

### Meets Standard:

Consistent with the school's status and responsibilities as a public school within a local education agency or as a local education agency, the school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:

- equitable access and opportunity to enroll and remain enrolled;
- referral and assessment of students believed to require special education and related services;
- compliance with timelines related to special education, including legal requirements for scheduling and conducting IEPs and interim IEPs;
- compliance with services as required by a student's IEP;
- process for determining a student's eligibility for services under Section 504 of the Rehabilitation Act of 1973;
- discipline, including due process protections, manifestation determinations, and behavioral intervention plans; and
- staffing—staff have legally required credentials, certificates, and/or authorizations.

### Partially Meets Standard:

The school partially complies in the manner described above.

### Does Not Meet Standard:

The school has failed to materially comply in the manner described above.

Meets	Partially Meets	Does Not Meet Standard
-------	-----------------	------------------------

Evidence: charter complaint form submissions, assurances, site visits, SELPA follow up

Action Required?

If Yes, Detailed Action(s) with Timeline:

## Measure 2b: English Learners

### Meets Standard:

Consistent with the school's status and responsibilities as a public school within a local education agency or as a local education agency, the school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to the treatment of students who are English learners, including but not limited to:

- equitable access and opportunity to enroll;
- processes to identify, monitor, and reclassify students who are English learners, using state and local assessments as appropriate;
- designing a program for English learners that is based on sound educational theory and that ensures access to grade-level core curricula;
- providing data on students' linguistic and academic progress and reclassification rates to measure success of the school's English learner educational program; and
- staffing—staff have the legally required credentials, certificates, and/or authorizations.

### Partially Meets Standard:

The school partially complies in the manner described above.

### Does Not Meet Standard:

The school has failed to materially comply in the manner described above.



**Meets Standard:**

Consistent with the school’s status and responsibilities as a public school within a local education agency or as a local education agency, the school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to the Local Control and Accountability Plan (LCAP), including but not limited to:

- the charter school completed, held a public hearing, and submitted an LCAP (or annual update) to the charter school authorizer by July 1, in accordance with E.C. §47606.5;
- the charter school LCAP addresses each of the state priorities, as required by grade level;
- schoolwide goals, including for subgroups, are included for applicable priorities;
- stakeholders received notice and were consulted; and
- services for low-income pupils, foster youth, and English learners provide for increased or improved services in proportion to the increase in funding.

**Partially Meets Standard:**

The school partially complies in the manner described above.

**Does Not Meet Standard:**

The school has failed to materially comply in the manner described above.

Meets	Partially Meets	Does Not Meet Standard
Evidence: DTS Vault and COE LCAP feedback letter		
Action Required?		
If Yes, Detailed Action(s) with Timeline:		

#### 4. Governance and Reporting

**Measure 4a: Governance Requirements**

**Meets Standard:**

Consistent with the school’s status and responsibilities as a public school within a local education agency or as a local education agency, the school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to governance by its board, including but not limited to:

- charter school structure is consistent with E.C. §47604;
- board policies, including but not limited to: conflict of interest in accordance with Government Codes 1090–1099 and 87100–91014, internal controls, complaint resolution and due process, safety, suicide prevention (E.C. 215);
- board bylaws;
- a Code of Ethics;
- compliance with the Political Reform Act, Public Records Act, Brown Act, and all other legal requirements;
- the composition of the governing board is consistent with the approved charter and corporate bylaws.

**Partially Meets Standard:**

The school partially complies in the manner described above.

**Does Not Meet Standard:**

The school has failed to materially comply in the manner described above.

Meets	Partially Meets	Does Not Meet Standard
Evidence: DTS Vault; Public meeting attendance (board/site council etc.)		
Action Required?		

If Yes, Detailed Action(s) with Timeline:

#### Measure 4b: Reporting

##### Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to relevant reporting requirements to the authorizer, LEA (if applicable), state, and/or federal authorities, including but not limited to:

- attendance and enrollment;
- compliance and oversight;
- accountability tracking; and
- additional information required by the authorizer.

##### Partially Meets Standard:

The school partially complies in the manner described above.

##### Does Not Meet Standard:

The school has failed to materially comply in the manner described above.

Meets

Partially Meets

Does Not Meet Standard

Evidence: timely document submission, document review, site visits

Action Required?

If Yes, Detailed Action(s) with Timeline:

## 5. Students and Employees

#### Measure 5a: Student Rights and Protections

##### Meets Standard:

The charter school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to the rights of students, including but not limited to:

- policies and practices designed to protect the rights of students in relation to admissions, waiting lists, fair and open recruitment, and enrollment;
- due process protections, privacy, civil rights, and student liberties are upheld by the school;
- conduct of discipline (hearings and suspension and expulsion policies and practices); and
- policies and practices for the involuntary removal of a student per 47605(c)(5)(J)(iii).

##### Partially Meets Standard:

The school partially complies in the manner described above.

##### Does Not Meet Standard:

The school has failed to materially comply in the manner described above.

Meets

Partially Meets

Does Not Meet Standard

Evidence: assurances, charter complaint form submissions, DTS Vault policy submission

Action Required?

If Yes, Detailed Action(s) with Timeline:



Meets	Partially Meets	Does Not Meet Standard
Evidence: DTS Vault submissions, recruitment materials, demographic data submission		
Action Required?		
If Yes, Detailed Action(s) with Timeline:		

Meets	Partially Meets	Does Not Meet Standard
Evidence: assurances, site visits		
Action Required?		
If Yes, Detailed Action(s) with Timeline:		

Measure 5d: Personnel

**Meets Standard:**

The charter school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU related to school personnel, including but not limited to:

- personnel policies that cover issues such as sick leave, personal necessity leave, and overtime;
- credentials required by the CA Commission on Teacher Credentialing and qualifications required by the federal Every Student Succeeds Act; and
- all teachers have a certificate of clearance and satisfy the requirements for professional fitness pursuant to E.C. §44339, 44340, and 44341.

**Partially Meets Standard:**

The school partially complies in the manner described above.

**Does Not Meet Standard:**

The school has failed to materially comply in the manner described above.

Meets	Partially Meets	Does Not Meet Standard
Evidence: credential letter, assurances		
Action Required?		
If Yes, Detailed Action(s) with Timeline:		

## 6. School Environment

### Measure 6a: Facilities and Transportation (as applicable)

**Meets Standard:**

The charter school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to the school facilities and grounds, and transportation, including but not limited to:

- fire inspections and related records;
- viable certificate of occupancy or other required building use authorization;
- documentation of requisite insurance coverage; and
- student transportation.

**Partially Meets Standard:**

The school partially complies in the manner described above.

**Does Not Meet Standard:**

The school has failed to materially comply in the manner described above.

Meets	Partially Meets	Does Not Meet Standard
Evidence: DTS Vault submissions		
Action Required?		
If Yes, Detailed Action(s) with Timeline:		

### Measure 6b: Health and Food Services

**Meets Standard:**

The charter school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to safety and health-related services, including but not limited to:

- appropriate nursing services and dispensing of pharmaceuticals;

<ul style="list-style-type: none"> <li>• food service requirements; and</li> <li>• other services as applicable.</li> </ul>		
<b>Partially Meets Standard:</b> The school partially complies in the manner described above.		
<b>Does Not Meet Standard:</b> The school has failed to materially comply in the manner described above.		
Meets	Partially Meets	Does Not Meet Standard
Evidence: Assurances, site visit		
Action Required?		
If Yes, Detailed Action(s) with Timeline:		

## ACADEMIC PERFORMANCE

*Core Question: Is the charter school's education program a success?*

### State Dashboard

#### 1. Academic Performance

Measure 1a: Is the school in differentiated assistance?	Yes	No
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Measure 1b: English Language Arts		
Group	Points Below Standard and Rating (Red, Orange, Yellow, Green, Blue)	State Comparison (Above, At or Below)
All Students		
English Learners		
Students with Disabilities		
Homeless		
Foster Youth		
Socioeconomically Disadvantaged		
American Indian		
Asian		
African American		
Filipino		
Hispanic		
Pacific Islander		
Two or More Races		
White		

Measure 1c: Mathematics		
Group	Points Below Standard and Rating (Red, Orange, Yellow, Green, Blue)	State Comparison (Above, At, Below)
All Students		

English Learners		
Students with Disabilities		
Homeless		
Foster Youth		
Socioeconomically Disadvantaged		
American Indian		
Asian		
African American		
Filipino		
Hispanic		
Pacific Islander		
Two or More Races		
White		

Measure Id: College/Career		
Group	Points Below Standard and Rating (Red, Orange, Yellow, Green, Blue)	State Comparison (Above, At, Below)
All Students		
English Learners		
Students with Disabilities		
Homeless		
Foster Youth		
Socioeconomically Disadvantaged		
American Indian		
Asian		
African American		
Filipino		
Hispanic		
Pacific Islander		
Two or More Races		
White		

## 2. Academic Engagement

Measure 2a: Chronic Absenteeism	
Group	Points Below Standard and Rating (Red, Orange, Yellow, Green, Blue)
All Students	
English Learners	
Students with Disabilities	
Homeless	
Foster Youth	
Socioeconomically Disadvantaged	
American Indian	
Asian	
African American	

Filipino	
Hispanic	
Pacific Islander	
Two or More Races	
White	

Measure 2b: Graduation Rate	
Group	Points Below Standard and Rating (Red, Orange, Yellow, Green, Blue)
All Students	
English Learners	
Students with Disabilities	
Homeless	
Foster Youth	
Socioeconomically Disadvantaged	
American Indian	
Asian	
African American	
Filipino	
Hispanic	
Pacific Islander	
Two or More Races	
White	

Measure 3: Suspension Rates	
Group	Points Below Standard and Rating (Red, Orange, Yellow, Green, Blue)
All Students	
English Learners	
Students with Disabilities	
Homeless	
Foster Youth	
Socioeconomically Disadvantaged	
American Indian	
Asian	
African American	
Filipino	
Hispanic	
Pacific Islander	
Two or More Races	
White	

### 3. Beyond the Dashboard

Data Source: Data provided by the school and verified and reported by the authorizer (E.C. §47607.2(b)(3))

Does the school meet the verified data standard?	Yes	No
--	-----	----

<b>Measure 1: Increases in Student Achievement (Local Assessments)</b>		
--	--	--

Group	Achieved at least one year's progress in ELA?	Achieved at least one year's progress in math?
All Students		
English Learners		
Students with Disabilities		
Homeless		
Foster Youth		
Socioeconomically Disadvantaged		
American Indian		
Asian		
African American		
Filipino		
Hispanic		
Pacific Islander		
Two or More Races		
White		

Description: E.C. §47607.2(b)(3)(B) defines strong postsecondary success as college enrollment, persistence, and completion rates equal to those of similar peers.

<b>Measure 2: Postsecondary Success</b>	
---	--

Group	Percentage and Rating ( <i>Red, Orange, Yellow, Green, Blue</i> )
All Students	
English Learners	
Students with Disabilities	
Homeless	
Foster Youth	
Socioeconomically Disadvantaged	
American Indian	
Asian	
African American	
Filipino	
Hispanic	
Pacific Islander	
Two or More Races	
White	

<b>Measure 3: Mission Specific Goals (Optional)</b>	
---	--

Group	Rating ( <i>Red, Orange, Yellow, Green, Blue</i> )
All Students	
English Learners	
Students with Disabilities	

Measure 3: Mission Specific Goals (Optional)	
Group	Rating (Red, Orange, Yellow, Green, Blue)
Homeless	
Foster Youth	
Socioeconomically Disadvantaged	
American Indian	
Asian	
African American	
Filipino	
Hispanic	
Pacific Islander	
Two or More Races	
White	

Description: E.C. §47607(a)(7) states that when determining whether to grant a renewal for a DASS charter school, the authorizer will also consider the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served.

Measure 4: DASS Alternative Metrics (As applicable)		
Measure	Goal	Source or Calculation Method
<i>e.g. Dropout Rate</i>	<i>e.g. Fewer than 10% of all students who exit the school prior to graduation are "dropouts" or unaccounted for in certified data.</i>	<i>e.g. CALPADS</i>
<i>[Enter measure 2 here]</i>		

## FINANCIAL HEALTH AND SUSTAINABILITY

*Core Question: Is the charter school financially viable?*

### Indicator 1: Near-Term Measures

Measure 1a: Current Ratio– Can the school pay its short-term obligations?
<p><b>Meets Standard:</b>            Current Ratio is greater than or equal to 1.1 <u>or</u>            Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)</p>
<p><b>Does Not Meet Standard:</b>            Current Ratio is between 0.9 and 1.0 or equals 1.0 <u>or</u>            Current Ratio is between 1.0 and 1.1 and one-year trend is negative</p>
<p><b>Falls Far Below Standard:</b>            Current ratio is less than <u>or</u> equal to 0.9</p>
Locally Funded Charter

Unable to Determine or Does Not Apply			
Meets	Does Not Meet	Falls Far Below Standard	Locally Funded
Evidence: Audited balance sheet			
A word from BCOE Fiscal Services, as applicable:			
If not meeting, BCOE Fiscal Services required actions/timelines:			

<b>Measure Ib: Unrestricted Days Cash– Does the school have the cash available to pay its bills?”</b>			
<b>Meets Standard:</b> 60 Days Cash <u>or</u> Between 30 and 60 Days Cash and one-year trend is positive			
<b>Does Not Meet Standard:</b> Days Cash is between 15 and 30 days <u>or</u> Days Cash is between 30 and 60 days <u>and</u> one-year trend is negative			
<b>Falls Far Below Standard:</b> Fewer than 15 Days Cash			
Locally Funded Charter Unable to Determine or Does Not Apply			
Meets	Does Not Meet	Falls Far Below Standard	Locally Funded
Evidence: Audited balance sheet and income statement			
A word from BCOE Fiscal Services, as applicable:			
If not meeting, BCOE Fiscal Services required actions/timelines:			

<b>Measure 1c: Enrollment Variance - Does the school’s actual student enrollment support the projected revenue?</b>		
<b>Meets Standard:</b> Enrollment Variance equals or exceeds 95 percent in the most recent year		
<b>Does Not Meet Standard:</b> Enrollment variance is between 85 and 95 percent in the most recent year		
<b>Falls Far Below Standard:</b> Enrollment Variance is less than 85 percent in the most recent year		
Meets	Does Not Meet	Falls Far Below Standard
Evidence: Formal school enrollment reports		
A word from BCOE Fiscal Services, as applicable:		
If not meeting, BCOE Fiscal Services required actions/timelines:		

<b>Measure Id: UPP Variance - Does the school’s actual UPP funding support the operating budget?</b>		
<b>Meets Standard:</b> UPP Variance equals or exceeds 95 percent in the most recent year		
<b>Does Not Meet Standard:</b> UPP Variance is between 85 and 95 percent in the most recent year		
<b>Falls Far Below Standard:</b> UPP Variance is less than 85 percent in the most recent year		



Meets	Does Not Meet	Falls Far Below Standard
Evidence: Charter School Unduplicated Pupil Percentage exhibit (CDE Principal Apportionment Funding Exhibit)		
A word from BCOE Fiscal Services, as applicable:		
If not meeting, BCOE Fiscal Services required actions/timelines:		

Measure 1e: Default– Is the school meeting its debt obligations?		
<b>Meets Standard:</b> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments		
<b>Falls Far Below Standard:</b> School is in default of loan covenant(s) and/or is delinquent with debt service payments		
Locally Funded Charter Unable to Determine or Does Not Apply		
Meets	Falls Far Below Standard	Locally Funded
Evidence: Notes from the audited financial statements are used as the source of data — in most cases, this measure will not be applicable for charter schools that do not have an outstanding loan.		
A word from BCOE Fiscal Services, as applicable:		
If not meeting, BCOE Fiscal Services required actions/timelines:		

Measure 1f: Reserve - Does the school have resources to weather uncertainties?	
<b>Meets Standard:</b> School meets or exceeds the reserve level defined in the charter petition and/or MOU and meets thresholds pursuant to 5 CCR §15450	
<b>Falls Far Below Standard:</b> School does not meet the required reserve level	
Meets	Falls Far Below Standard
Evidence: Formal ADA Report, petition, MOU	
A word from BCOE Fiscal Services, as applicable:	
If not meeting, BCOE Fiscal Services required actions/timelines:	

## Indicator 2: Sustainability Measures

Measure 2a: Total Margin and Aggregated Three-Year Total Margin — Is the school living within its means?
<b>Meets Standard:</b> Aggregated Three-Year Total Margin is positive, and the most recent year Total Margin is positive <u>or</u> Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive
<b>Does Not Meet Standard:</b> Aggregated Three-Year Margin, when calculable, is greater than -1.5 percent, but trend does not Meet Standard <u>or</u> Total Margin for recent year is negative

<b>Falls Far Below Standard:</b> Aggregated Three-Year Total Margin is less than or equal to -1.5 percent, <u>or</u> The most recent Total Margin is less than -10 percent		
Meets	Does Not Meet	Falls Far Below Standard
Evidence: Audited income statements; three years of audited statements		
A word from BCOE Fiscal Services, as applicable:		
If not meeting, BCOE Fiscal Services required actions/timelines:		

<b>Measure 2b: Debt to Asset Ratio - What the school owns versus what it owes.</b>			
<b>Meets Standard:</b> Debt to Asset Ratio is less than 0.90			
<b>Does Not Meet Standard:</b> Debt to Asset Ratio is greater than or equal to 0.90 and less than or equal to 1.0			
<b>Falls Far Below Standard:</b> Debt to Asset Ratio is greater than 1.0			
Locally Funded Charter Unable to Determine or Does Not Apply			
Meets	Does Not Meet	Falls Far Below Standard	Locally Funded
Evidence: Statement of Net Position, Net Pension Liability balance information, confirmation that employer contribution expenses are not backed out from Statement of Activities.			
A word from BCOE Fiscal Services, as applicable:			
If not meeting, BCOE Fiscal Services required actions/timelines:			

<b>Measure 2c: Cash Flow– How much money the school has available to spend.</b>			
<b>Meets Standard:</b> Multi-Year Cash Flow is positive, and Cash Flow is positive for each year <u>or</u> Multi-Year Cash Flow is positive, Cash Flow is positive in one or two years, and Cash Flow in the most recent year is positive			
<b>Does Not Meet Standard:</b> Multi-Year Cash Flow is positive, but trend does not “Meet Standard”			
<b>Falls Far Below Standard:</b> Multi-Year Cash Flow is negative			
Locally Funded Charter Unable to Determine or Does Not Apply			
Meets	Does Not Meet	Falls Far Below Standard	Locally Funded
Evidence: Multi-year budget spreadsheet			
A word from BCOE Fiscal Services, as applicable:			
If not meeting, BCOE Fiscal Services required actions/timelines:			

**Indicator 3: Fiscal Controls**

<b>Measure 3: Audit Performance– Did the auditors provide a clean opinion?</b>	
<b>Meets Standard:</b> Unqualified Opinion expressed by independent auditor, with no material weaknesses or significant deficiencies	

<b>Does Not Meet Standard:</b> Unqualified Opinion with two or fewer significant audit findings noted, but school has plan to address within 12 months		
<b>Falls Far Below Standard:</b> Qualified, Adverse, or Disclaimer Opinion expressed by independent auditor <u>or</u> Unqualified Opinion with a noted material weakness or three or more significant deficiencies		
Meets	Does Not Meet	Falls Far Below Standard
Evidence: Annual Audit Report pursuant to E.C. §47605(m)		
A word from BCOE Fiscal Services, as applicable:		
If not meeting, BCOE Fiscal Services required actions/timelines:		

## SITE VISIT REPORT

Each school’s performance profile will dictate specific areas of focus for the site visit. Five areas that an authorizer might use as a foundation for site visits include:

- **Education Program:** Overview of the education program, English learner and special education services, curricular materials, professional development, teacher credentials and staffing, and assessment and use of data
- **Facilities:** Condition/appearances, adequacy, and compliance with standards
- **Fiscal:** Systems associated with attendance, record-keeping, inventory, budget, and accounting
- **School Operations:** Training, handbooks, admissions, discipline, health and safety, parent notifications, and policies
- **Governance:** Board management and meetings, policy development, and stakeholder involvement

<b>Meets Standard:</b> The school provided documentation or evidence supporting petition, MOU, and state and/or federal compliance.
<b>Partially Meets Standard:</b> The school partially provided information.
<b>Does Not Meet Standard:</b> The school has failed to provide adequate information.

Purpose of Activity & Oversight Notes	Occurrence	Rating
Site Visit Interview/Discussion The authorizer may interview the leadership team, school staff, students, the board, educational partners.	e.g., Spring 2022	
Notes from the Authorizer:		
Site Visit Observation The authorizer may observe classroom instruction, staff meetings, board meetings, or meetings with parents.		

Notes from the Authorizer:		
Site Visit Document Review The authorizer may review documents, including but not limited to, IEP records, school safety plans, etc.		
Notes from the Authorizer:		

## Charter School Annual Performance Self-Evaluation

Charter schools must complete and submit this annual self-evaluation at least 30 days prior to the scheduled spring presentation of the *Annual Oversight Report* to the authorizing board. The details included in this report are added to the *Annual Oversight Report* to the authorizing board.

### School Overview

School Name	
Grades Served	
Total Enrollment	[insert 'as of... date']
School Website	
Location	
Leadership Team	[Name, Phone, Office and Term of Board Members and Name, Phone of Administrators]
School Mission	
School Contact Information	
Brief School Description	

### Advancing Equity and Access

**Is the charter school serving its purpose in the community?**

This section provides an opportunity for the school to reflect on its purpose in the community as articulated in the approved petition. Reflection questions and data include:

- How has the school remained faithful to the educational needs of the community where the charter school is located?
- How has the school’s presence in the community continued to serve the interests of the entire community, including any benefits to its public school system as a whole?
- Evidence should include most recent data that demonstrates:
  - that the school advances equity and fair treatment for students through the academic performance of significant student groups,
  - compliance with laws protecting the rights of students, including lack of adverse findings on disproportionality of discipline and identification for special education
  - fair and equitable enrollment practices.

<b>Directions: Please provide a succinct narrative for the Authorizing Board.</b>
School Reflection:
Where there is room for improvement in serving public policy purposes, describe the school’s aspirations and plans:

## Local Assessments

### Local Assessment Narrative and Verifiable Data

**Description:** E.C. §47607.2(b)(3)(A) defines measurable increases in student achievement as at least one year’s progress for each year in school. Authorizers must ensure that the assessments used to measure academic growth meet the state verified data standard (E.C. §47607.2[c]).

<b>Directions: Please provide a succinct narrative description to the Authorizing Board. <u>Attach verifiable data to this submission.</u></b>
Name of State Approved Local Assessment:
Narrative Explaining Results of Verifiable Data:

## Beyond the Dashboard

### Post-Secondary Outcomes

**Description:** E.C. §47607.2(b)(3)(B) defines strong postsecondary success as college enrollment, persistence, and completion rates equal to those of similar peers.

Measure: [Insert Measure e.g., CTE Completers and Placement into Fields Post K–12]	
<p><b>Directions:</b> Name your measure in the field above. Please use the narrative box to describe your post-secondary outcome measures disaggregated in the table below (max 150 words). <b>Refer to the ‘group’ row for an example of how to complete remaining table rows. If you want to add a second measure, add another table.</b></p>	
Narrative:	
Group	[e.g., % of CTE Completers Placed Within 2 Years]
All Students	
English Learners	
Students with Disabilities	
Homeless	
Socioeconomically Disadvantaged	
African American	
Hispanic	
Two or More Races	
White	

### Mission-Specific Goals- Optional

Measure 6: Mission Specific Goals	
<p><b>Directions:</b> Please use the narrative box to describe your mission specific goals in the table below (max 150 words). <b>Refer to the ‘group’ row for an example of how to complete remaining table rows. If you want to add a second goal, add another table.</b></p>	
Narrative:	
<b>Group</b>	<b>Rating</b> ( <i>Red, Orange, Yellow, Green, Blue</i> )
All Students	
English Learners	
Students with Disabilities	
Homeless	
Foster Youth	
Socioeconomically Disadvantaged	
American Indian	
Asian	

### Measure 6: Mission Specific Goals

**Directions:** Please use the narrative box to describe your mission specific goals in the table below (max 150 words). Refer to the 'group' row for an example of how to complete remaining table rows. If you want to add a second goal, add another table.

Narrative:

Group	Rating (Red, Orange, Yellow, Green, Blue)
African American	
Filipino	
Hispanic	
Pacific Islander	
Two or More Races	
White	

### DASS School Goals

**Description:** E.C. §47607(a)(7) states that when determining whether to grant a renewal for a DASS charter school, the authorizer will also consider the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority may deny a charter renewal only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

### Measure 7: DASS Alternative Metric(s)

**Directions:** Data provided by the school and verified and reported by the authorizer. Please use the narrative box to describe your alternative metric(s) in the table below (max 150 words). Refer to the first row for an example of how to complete remaining table rows/columns. If you want to add metrics, add additional rows.

Narrative:

Measure	Goal	Source OR Calculation Method
<i>Example: Dropout Rate</i>	<i>Example: Fewer than 10% of all students who exit the school prior to graduation are "dropouts" or unaccounted for</i>	<i>Example: CALPADS</i>
[Enter measure 1 here]		
[Enter measure 2 here]		

# Financial Health and Sustainability

Core Question: Is the charter school financially viable?

## Indicator 1: Near-Term Measures

Directions: For each measure...

1. review the Resource Tool at the end of this document.
2. follow directions for each measure in the Resource Tool.
3. compare your results to the rubrics below.
4. identify performance level cell (Meets, Does Not...) with matching color.
5. list evidence used to determine performance level.
6. describe proposed actions if not meeting/falls far below.

<b>Measure 1a: Current Ratio– Can the school pay its short-term obligations?</b>			
<b>Meets Standard:</b> Current Ratio is greater than or equal to 1.1 <u>or</u> Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)			
<b>Does Not Meet Standard:</b> Current Ratio is between 0.9 and 1.0 or equals 1.0 <u>or</u> Current Ratio is between 1.0 and 1.1 and one-year trend is negative			
<b>Falls Far Below Standard:</b> Current ratio is less than <u>or</u> equal to 0.9			
Locally Funded Charter Unable to Determine or Does Not Apply			
Meets	Does Not Meet	Falls Far Below Standard	Locally Funded
<b>Evidence:</b> Audited balance sheet			
<b>School Proposed Actions, If Not Meeting?</b>			

<b>Measure 1b: Unrestricted Days Cash– Does the school have the cash available to pay its bills?"</b>			
<b>Meets Standard:</b> 60 Days Cash <u>or</u> Between 30 and 60 Days Cash and one-year trend is positive			
<b>Does Not Meet Standard:</b> Days Cash is between 15 and 30 days <u>or</u> Days Cash is between 30 and 60 days <u>and</u> one-year trend is negative			
<b>Falls Far Below Standard:</b> Fewer than 15 Days Cash			
Locally Funded Charter Unable to Determine or Does Not Apply			
Meets	Does Not Meet	Falls Far Below Standard	Locally Funded
<b>Evidence:</b> Audited balance sheet and income statement			



**School Proposed Actions, If Not Meeting?**

**Measure 1c: Enrollment Variance - Does the school's actual student enrollment support the projected revenue?**

**Meets Standard:**

Enrollment Variance equals or exceeds 95 percent in the most recent year

**Does Not Meet Standard:**

Enrollment variance is between 85 and 95 percent in the most recent year

**Falls Far Below Standard:**

Enrollment Variance is less than 85 percent in the most recent year

Meets

Does Not Meet

Falls Far Below Standard

Evidence: Formal school enrollment reports

School Proposed Actions, If Not Meeting?

**Measure 1d: UPP Variance - Does the school's actual UPP funding support the operating budget?**

**Meets Standard:**

UPP Variance equals or exceeds 95 percent in the most recent year

**Does Not Meet Standard:**

UPP Variance is between 85 and 95 percent in the most recent year

**Falls Far Below Standard:**

UPP Variance is less than 85 percent in the most recent year

Meets

Does Not Meet

Falls Far Below Standard

Evidence: Charter School Unduplicated Pupil Percentage exhibit (CDE Principal Apportionment Funding Exhibit)

School Proposed Actions, If Not Meeting?

**Measure 1e: Default— Is the school meeting its debt obligations?**

**Meets Standard:**

School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

**Falls Far Below Standard:**

School is in default of loan covenant(s) and/or is delinquent with debt service payments

Locally Funded Charter

Unable to Determine or Does Not Apply

Meets

Falls Far Below Standard

Locally Funded

Evidence: Notes from the audited financial statements are used as the source of data — in most cases, this measure will not be applicable for charter schools that do not have an outstanding loan.

School Proposed Actions, If Not Meeting?

**Measure 1f: Reserve - Does the school have resources to weather uncertainties?**

**Meets Standard:**

School meets or exceeds the reserve level defined in the charter petition and/or MOU and meets thresholds pursuant to 5 CCR §15450

**Falls Far Below Standard:**

School does not meet the required reserve level

Meets	Falls Far Below Standard
<b>Evidence:</b> Formal ADA Report, petition, MOU	
<b>School Proposed Actions, If Not Meeting?</b>	

**Indicator 2: Sustainability Measures**

**Measure 2a: Total Margin and Aggregated Three-Year Total Margin — Is the school living within its means?**

**Meets Standard:**

Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive or Aggregated Three-Year Total Margin is greater than –1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive

**Does Not Meet Standard:**

Aggregated Three-Year Margin, when calculable, is greater than –1.5 percent, but trend does not Meet Standard or Total Margin for recent year is negative

**Falls Far Below Standard:**

Aggregated Three-Year Total Margin is less than or equal to -1.5 percent, or The most recent Total Margin is less than -10 percent

Meets	Does Not Meet	Falls Far Below Standard
<b>Evidence:</b> Audited income statements; three years of audited statements		
<b>School Proposed Actions, If Not Meeting?</b>		

**Measure 2b: Debt to Asset Ratio - What the school owns versus what it owes.**

**Meets Standard:**

Debt to Asset Ratio is less than 0.90

**Does Not Meet Standard:**

Debt to Asset Ratio is greater than or equal to 0.90 and less than or equal to 1.0

**Falls Far Below Standard:**

Debt to Asset Ratio is greater than 1.0

Locally Funded Charter

Unable to Determine or Does Not Apply

**Meets**

**Does Not Meet**

**Falls Far Below Standard**

**Locally Funded**

**Evidence:** Statement of Net Position, Net Pension Liability balance information, confirmation that employer contribution expenses are not backed out from Statement of Activities.

**School Proposed Actions, If Not Meeting?**

<b>Measure 2c: Cash Flow– How much money the school has to spend.</b>			
<b>Meets Standard:</b>			
Multi-Year Cash Flow is positive, and Cash Flow is positive for each year <u>or</u> Multi-Year Cash Flow is positive, Cash Flow is positive in one or two years, and Cash Flow in the most recent year is positive			
<b>Does Not Meet Standard:</b>			
Multi-Year Cash Flow is positive, but trend does not “Meet Standard”			
<b>Falls Far Below Standard:</b>			
Multi-Year Cash Flow is negative			
Locally Funded Charter			
Unable to Determine or Does Not Apply			
<b>Meets</b>	<b>Does Not Meet</b>	<b>Falls Far Below Standard</b>	<b>Locally Funded</b>
<b>Evidence:</b> Multi-year budget comparison			
<b>School Proposed Actions, If Not Meeting?</b>			

### Indicator 3: Fiscal Controls

<b>Measure 3: Audit Performance– Did the auditors provide a clean opinion?</b>		
<b>Meets Standard:</b>		
Unqualified Opinion expressed by independent auditor, with no material weaknesses or significant deficiencies		
<b>Does Not Meet Standard:</b>		
Unqualified Opinion with two or fewer significant audit findings noted, but school has plan to address within 12 months		
<b>Falls Far Below Standard:</b>		
Qualified, Adverse, or Disclaimer Opinion expressed by independent auditor <u>or</u> Unqualified Opinion with a noted material weakness or three or more significant deficiencies		
<b>Meets</b>	<b>Does Not Meet</b>	<b>Falls Far Below Standard</b>
<b>Evidence:</b> Annual Audit Report pursuant to E.C. §47605(m)		
<b>School Proposed Actions, If Not Meeting?</b>		

## Resource Tool

### Indicator 1: Near-Term Measures

#### Measure 1a: Current Ratio — “Can the school pay its short-term obligations?”

**Definition:** The current ratio depicts the relationship between a school’s current assets and its current liabilities. The current ratio measures a school’s ability to pay its obligations over the next 12 months. A current ratio of greater than 1.0 indicates that the school’s current assets exceed its current liabilities, thus indicating its ability to meet current obligations. A ratio of less than 1.0 indicates that the school does not have sufficient current assets to cover the current liabilities and is not in a satisfactory position to meet its financial obligations over the next 12 months.

**Data source:** Audited balance sheet

**Formula:**

$$\text{Current Ratio} = \frac{\text{Current Assets}}{\text{Current Liabilities}}$$

**Example:**

<b>ASSETS</b>	
<b>CURRENT ASSETS</b>	
Cash and Cash Equivalents	\$ 356,756
Accounts Receivable	503,124
Prepaid Expenses and Other Assets	66,663
Total Current Assets	<u>926,543</u>
Total Assets	<u>\$ 926,543</u>
<b>LIABILITIES AND NET ASSETS</b>	
<b>CURRENT LIABILITIES</b>	
Accounts Payable and Accrued Liabilities	\$ 76,422
Total Current Liabilities	<u>76,422</u>
<b>NET ASSETS</b>	
Without Donor Restriction	850,121
Total Net Assets	<u>850,121</u>
Total Liabilities and Net Assets	<u>\$ 926,543</u>

$$\text{Current Ratio} = \frac{926,543}{76,422} = 12.12$$

Meets Standard:

Current Ratio is greater than or equal to 1.1

### Measure 1b: Unrestricted Days Cash — “Does the school have the cash available to pay its bills?”

**Definition:** The unrestricted days cash ratio indicates how many days a school can pay its expenses without another influx of cash. The unrestricted days cash ratio tells authorizers whether the school has sufficient cash to meet its cash obligations. Depreciation expense is removed from the total expenses denominator because it is not a cash expense. National standards state that 60–120 days of cash-on-hand is considered a model practice.

**Data sources:** Audited balance sheet and income statement.

*Note: If cash is restricted due to legislative requirements, donor requirements, or other reasons, the restriction should be listed in the audit.*

**Formula:**

$$\text{Unrestricted Days Cash} = \frac{\text{Unrestricted Cash and Equivalents}}{\frac{\text{Total Expenses} - \text{Depreciation}}{365}}$$

**Example:**

<b>EXPENSES</b>		
Program Services		1,745,443
Management and General		256,870
Fundraising		13,338
Total Expenses		<u>2,015,651</u>
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>		<u>\$ 546,474</u>

$$\text{Unrestricted Days Cash} = \frac{546,474}{\left(\frac{2,015,651}{365}\right)} = \frac{546,474}{5,522.33} = 98.96$$

**Meets Standard:**

98 Days Cash exceeds 60 Days Cash

**Measure 1c: Enrollment Variance — “Does the school’s actual student enrollment support the projected revenue?”**

**Definition:** Enrollment variance is the difference between the forecasted enrollment and the actual enrollment. The accuracy of forecasted enrollment indicates to the authorizer whether the school is meeting its enrollment projections and thereby generating sufficient revenue to fund ongoing operations. It also provides the authorizer with an indication of the school’s budgeting practices and whether it accurately and/or conservatively projects enrollment.

**Data source:** Formal school enrollment reports.

**Formula:**

$$\text{Percent Forecast Accuracy} = 100 \times \left( \frac{\text{Actual Enrollment}}{\text{Projected Enrollment}} \right)$$

**Example:**

$$100 \times \left( \frac{355}{375} \right) = 94.67\%$$

**Does Not Meet Standard:**

Enrollment variance is between 85 and 95 percent in the most recent year

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*Note: Many authorizers create a series of targets that accommodate new schools and their enrollment fluctuations, or use trend data over three years.*

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**Measure 1d: Unduplicated Pupil Percentage (UPP) Variance – “Does the school’s actual UPP funding support the operating budget?”**

**Definition:** UPP variance is the difference between the projected and actual percentage of enrolled students who are English learners, qualify for free or reduced-price meals, or are foster. The accuracy of forecasted UPP indicates to the authorizer whether the school is accurately forecasting its unduplicated pupil enrollment, thereby generating the forecasted revenue under the state Local Control Funding Formula to fund ongoing operations.

**Data source:** Charter School Unduplicated Pupil Percentage exhibit (CDE Principal Apportionment Funding Exhibit)

**Formula:**

$$\text{Percent Forecast Accuracy} = 100 \times \left( \frac{\text{Actual Percentage}}{\text{Projected Percentage}} \right)$$

**Example:**

$$100 \times \left( \frac{60\%}{65.5\%} \right) = 91.6\%$$

**Does Not Meet Standard:**

UPP Variance is between 85-95 percent in the most recent year.

**Measure 1e: Debt Default — “Is the school meeting its debt obligations?”**

**Definition:** The debt default indicator addresses whether a school is meeting its loan or lease obligations or is delinquent with its debt service payments.

**Data source:** Notes from the audited financial statements are used as the source of data — in most cases, this measure will not be applicable for charter schools that do not have an outstanding loan.

**Formula:** N/A

**Measure 1f: Reserve — “Does the school have resources to weather uncertainties?”**

**Definition:** The charter school meets or exceeds the reserve level defined in the charter petition and/or MOU. The reserve level is the amount of funding saved that is not obligated. If no reserve is established in the charter petition or MOU, the authorizer and school may consider the district reserve levels in 5 CCR §15450, based on the number of Average Daily Attendance (ADA).

**Data sources:** Formal ADA Report, petition, MOU.

**Indicator 2: Sustainability Measures**

**Measure 2a: Total Margin and Aggregated Three-Year Total Margin — “Is the school living within its means?”**

**Definition:** Total Margin measures the surplus or deficit that a school generates from its total revenues less its expenses. Total Margin indicates whether the school is operating within its available resources. This measurement reports on each year’s performance as well as, where calculable, the school’s aggregated three-year margin performance. A positive ratio means the school is living within its means and is not dipping into its fund balance. A negative ratio means the school is spending more than its income.

**Data source:** Audited income statements; three years of audited statements.



$$\text{Formula: Total Margin} = \frac{\text{Net Income}}{\text{Total Revenue}}$$

$$\text{Aggregated Total Margin} = \frac{\text{Total 3 Year Net Income}}{\text{Total 3 Year Revenues}}$$

**Example (audited financial statements for one year provided):**

	<u>Amount</u>
<b>REVENUES:</b>	
State revenue:	
State aid	\$ 2,298,265
Other state revenue	970,595
Federal revenue:	
Grants and entitlements	376,046
Local revenue:	
In-lieu property tax revenue	616,228
Contributions	-
Investment income	2
Other revenue	16,295
Total revenues	<u>4,277,431</u>
<b>EXPENSES:</b>	
Program services	4,115,800
Management and general	459,509
Total expenses	<u>4,575,309</u>
<b>TRANSFERS:</b>	
Intracompany transfers	-
Change in unrestricted net assets	(297,878)
Beginning unrestricted net assets	<u>1,185,155</u>
Ending unrestricted net assets	<u>\$ 887,277</u>

Current Year Total Margin:  $(297,878)/4,277,431 = -6.96\%$

Aggregated Three-Year Total Margin (hypothetical)

Revenue Year One = 3,950,000, Revenue Year Two = 4,000,000, Revenue Year Three = 4,277,431

Expenditures Year One = 3,500,000, Expenditures Year Two = 3,600,000, Expenditures Year Three = 4,575,309

Three-Year Net Surplus (Deficit)

Year One:  $3,950,000 - 3,500,000 = 450,000$

Year Two:  $4,000,000 - 3,600,000 = 400,000$

Year Three:  $4,277,431 - 4,575,309 = (297,878)$

$450,000 + 400,000 + (297,878) = 552,122$

Aggregated Three-Year Net Surplus (Deficit) = 552,122

Formula to determine Aggregated Three-Year Total Margin:

Aggregated Three-Year Net Surplus / (Revenue Year One + Revenue Year Two + Revenue Year Three)

$$\frac{552,122}{12,227,431} = 4.52\%$$

**Does Not Meet Standard:**

Total Margin for recent year is negative

However, the trend is positive and is worth further discussion with the school.

**Measure 2b: Debt to Asset Ratio — “What the school owns versus what it owes.”**

**Definition:** The Debt to Asset Ratio measures the amount of debt a school owes compared to the assets it owns, or the extent to which the school relies on borrowed funds to finance operations. This is a generally accepted indicator of potential long-term financial challenges since the organization owes more than it owns. A Debt to Asset Ratio greater than 1.0 indicates that a school has more debt than it has assets to pay off the debt. A ratio less than 0.9 indicates a financially healthy balance sheet.

**Data source:** Statement of Net Position, Net Pension Liability balance information, confirmation that employer contribution expenses are not backed out from Statement of Activities.

**Formula:**

$$\text{Debt to Asset Ratio} = \frac{(\text{Total Liabilities} - \text{Net Pension Liabilities})}{\text{Total Assets}}$$

**Example:**

**ASSETS**

Current assets

Cash and cash equivalents	\$ 6,134,558
Accounts receivable	1,666,184
Prepaid expenses	9,677
<b>Total current assets</b>	<b>7,810,419</b>

Capital assets

Property and equipment	484,829
Less accumulated depreciation	(323,826)
<b>Total capital assets, net</b>	<b>161,003</b>
<b>Total Assets</b>	<b>\$ 7,971,422</b>

**LIABILITIES AND NET ASSETS**

Liabilities

Accounts payable	\$ 2,688,282
Deferred revenue	199,962
<b>Total liabilities</b>	<b>2,888,244</b>

Net assets

Unrestricted	3,966,247
Temporarily restricted	1,116,931
<b>Total net assets</b>	<b>5,083,178</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 7,971,422</b>

$$\frac{2,888,244}{7,971,422} = 0.36$$

Debt to Asset Ratio is less than 0.90

### Measure 2c: Cash Flow — “How much money the school has available to spend.”

**Definition:** The Cash Flow measure compares changes in a school’s end-of-year cash balances from year to year and over multiple years, as a sign of a school’s financial health and well-being. This measure is similar to Days Cash-on-hand, but it measures longer-term financial health; measures may include three-year cumulative cash flow and annual cash flow. Like Total Margin, this measure is not intended to encourage amassing resources instead of deploying the resources in support of the school’s program; rather, it is intended to provide for stability in an uncertain funding environment.

**Formula:**

$$\text{Multi Year Cash Flow} = \text{Year Three Total Cash} - \text{Year One Total Cash}$$

$$\text{One Year Cash Flow} = \text{Year Two Total Cash} - \text{Year One Total Cash}$$

**Example:**

<b>NET CHANGE IN CASH AND CASH EQUIVALENTS</b>	57,808
Cash and Cash Equivalents, Beginning of Year	<u>298,948</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u><b>\$ 356,756</b></u>

The Cash Flow is positive between the most current year and the earlier year. Similar analysis is conducted for a school with three years of audited financials. For example, with Year Three being most recent:

$$\text{Year Three} - \text{Year One} = 57,808 - 51,000 = 6,808$$

The example above **Meets Standard**, given that the Multi-Year Cash Flow is positive, and Cash Flow is positive for each year.

### Indicator 3: Fiscal Controls

#### Measure 3: Audit Performance — “Did the auditors provide a clean opinion?”

**Definition:** This measure is based on the independent auditor’s report and the auditor’s formal opinion and findings of material weaknesses or significant deficiencies.

**Data source:** Annual Audit Report pursuant to E.C. §47605(m).

**Formula:** N/A

**Example:**

## Opinion

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the School as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### Meets Standard:

Unqualified Opinion expressed by independent auditor, with no material weaknesses or significant deficiencies

## Example:

### Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of ~~XXXXXX~~ as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### State Awards

Internal control over state programs:

Material weakness(es) identified?

No

Significant deficiency(ies) identified not considered  
to be material weaknesses?

Yes

Type of auditors' report issued on compliance for  
state programs:

Unmodified

### Does Not Meet Standard:

Unqualified Opinion with two or fewer significant deficiencies noted, but school has plan to address within 12 months

# Annual Comprehensive Site Visit Guidance

*California Charter School Act states at E.C. §47604.32:*

Each charter authority, in addition to any other duties imposed by this part, shall ... visit each charter school at least annually.

A quality authorizer....

- ✓ Visits each school as appropriate and necessary for collecting data that cannot be obtained otherwise and in accordance with the contract, while ensuring that the frequency, purposes, and methods of such visits respect school autonomy and avoid operational interference.
- ✓ Evaluates each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, and clearly communicates evaluation results to the school's governing board and leadership. *National Association of Charter School Authorizers Principles and Standards 2015*

## OVERVIEW

Annual site visits are a regular, systematic examination of a charter school's performance relative to the school's obligations under law and commitments in its charter. The County Office of Education visits each of its authorized charter schools at least once annually, pursuant to its monitoring and oversight duties, articulated in California E.C. §47604.32. Site visits can be formal and informal. This procedure supports with a formal site visit. Site visits are an opportunity to gather and document evidence that is a key component of the body of evidence used to substantiate a renewal determination. Formal visits are often conducted with a small team of individuals with diverse backgrounds and expertise. The site visit is intended to be a snapshot of the current academic year and reflects the state of the school at a specific point in time.

Charter school oversight addresses the following areas of operation:

- **Educational Program:** overview of the educational program, English Learner and Special Education services, curricular materials and processes, professional development, teacher credentials and staffing, assessment, and use of data.
- **Facilities:** condition, adequacy, and compliance of facilities.
- **Fiscal:** attendance, record-keeping, payroll, budget, accounting and financial reporting, annual audit, financial condition, and inventory.
- **School Operations:** training, handbooks, admissions, discipline, health and safety, parent notifications, policies.
- **Governance:** board management, board meetings, policy development, educational partner involvement.

This site visit will focus on the Education Program, unless there is some concern during the visit that prompts further investigation.

## LOGISTICS

The County Office recognizes that much of the evidence necessary to evaluate a school's successes and/or deficiencies is not always available in written documentation, therefore, site visit protocols will focus primarily on qualitative factors.

The annual site visit involves three types of activity:

1. Interview/discussion
2. Observation
3. Document Review, including student work samples

A typical site visit will follow a schedule like the one inserted below as an example. It is necessary to have a designated room for the site visit team to work and conduct interviews with focus groups. Request the following items in advance to prep the visiting team:

- Visit schedule
- Calendar of professional development activities undertaken during the year
- Current enrollment by grade
- School's master schedule
- Staff roster with class assignments and room location
- Site map (with room designations tied to staff roster)

#### **SITE VISIT TEAM PREPARATION**

Prior to the site visit, the visiting team may review selected documents regarding the charter school.

Documents for review include:

- Educational program description from school's current charter
- Most recent LCAP
- Most recent Annual Performance Report (self-evaluation)
- Most recent financial document / budget (summary page)
- Background on any current controversies, complaints, or concerns regarding the school

All team members will take notes to provide feedback for the final report. Meetings will not be recorded.

Team members will be reminded that the:

- purpose of the site visit is to learn about the school, not to judge teacher performance or play "gotcha"
- observation should focus on consistency with the program as described in the charter.
- intent is to be courteous and curious and avoid disrupting classroom activities.
- site visit is a snapshot in time and may not be representative of the school's everyday operation. Ask follow up questions.

#### **INTERVIEW/DISCUSSION**

The visiting team will have an introductory meeting with school leadership. Interviews and meetings with school leadership and staff may vary and can cover a range of topics, including finance, enrollment, governance, and instructional program. In addition, the team may interview educational partners such as parents, students, and classified staff. The school will determine the appropriate individuals to meet with the site visit team and the schedule for the interviews on the day of the site visit.

#### **OBSERVATION**

The visiting team will enter classrooms to observe the instructional program. Some classrooms may be selected by the principal and others randomly selected by the site visit team. All grade levels may be observed, as might a special designation classes such as English Language Development and special education. The team will tour the campus and observe the general condition of the facility to assess the condition and adequacy to meet educational program requirements.

#### **DOCUMENT REVIEW**

The visiting team may choose to examine additional documentation during the visit to gather information on specific areas of concern or interest. The visiting team will provide the school with a school-specific list that specifies any additional documents required on the day of the visit.

In addition, a team member may review samples of student files, including English Learner and special education files. Team members will review examples of student work. Student work samples should include a range of abilities and proficiency levels, not just those of the highest performing students enrolled. **Student work samples should be made available in the classroom at the time of observations. Please inform teachers that we do not wish to interrupt instruction, so kindly point team members in the direction of the samples when they enter the room.**

#### **END OF VISIT REPORT-OUT**

At the end of the visit, the visiting team will share a brief report-out with the principal. It should be noted in speaking with the principal that any analysis presented during the initial report-out is preliminary. The visiting team does not make suggestions for improvement or direct the school to change operations or programs. If there are issues that will require further discussion or documentation, they should be noted at this time.

#### **SITE VISIT REPORT**

After the visit, the County Office will prepare a written report. The report will include the visiting team's findings with references to supporting evidence. The County Office will issue a draft report to the school administrator and will allow one week for the school to respond to any factual inaccuracies. Final reports will be submitted to the County Board of Education with the Annual Charter Oversight Report. The report and all additional documentation become a part of the body of evidence that is considered when the school enters the renewal process.

## Sample Site Visit Schedule

### Annual Site Visit Schedule

(enter Charter School Name here)

(enter date here)

Time		
8:30 – 9:00	Meet with Director, Principal, Office Manager, other Leadership <ul style="list-style-type: none"> <li>• Interview and discuss the day’s schedule and answer any questions.</li> </ul>	
9:00 – 9:30	Parent/Guardian and Student Focus	
9:30-10:45	Classroom Observations ( <i>list classrooms below</i> ) <ul style="list-style-type: none"> <li>• (classroom #1)</li> <li>• (classroom #2)</li> <li>• (classroom #3) and so on...</li> </ul>	<ul style="list-style-type: none"> <li>• As determined necessary               <ul style="list-style-type: none"> <li>○ File review</li> <li>○ Interview with Office Manager (<i>or person in charge of office operations</i>)</li> </ul> </li> </ul>
11:00 – 11:30	Teacher Focus Group ( <i>list teacher, grade level and course below</i> ) <ul style="list-style-type: none"> <li>• (teacher #1)</li> <li>• (teacher #2)</li> <li>• (teacher #3) and so on...</li> </ul>	
11:30-11:40	Visiting team debrief before meeting with school administration	
11:40 – 12:00	Debrief with school Director/ Principal	



## Sample Site Visit Focus Group Introduction

Hello. I am \_\_\_\_\_, and these are my colleagues, \_\_\_\_\_. We are from the (district/COE), which approved the operation of your school and is responsible for monitoring its progress. We are here today on our annual visit to gather information about how the school is performing in relation to its charter and in meeting legal requirements outlined in a variety of checklists we will use to guide our work. We will be walking through your school today to observe classrooms and speak with parents, students, and teachers. Our purpose is to improve our understanding of the educational program and school operations. What we learn here, along with the various documents and reports submitted to us during the year, will be used to develop an annual report to the Board and will be shared with the school's leadership team. Thank you for taking the time to talk with us about your school.

## Sample Site Visit Questions

### Principal/Head of School/Instructional Leader/ Board Members

- *If the principal is new to the process, provide introductory overview. If principal is new to the site team, ask them to provide personal background and how they came to be at the school.*
- What are your major goals this year? Why were those chosen? How are you using your LCAP to track implementation and progress of these goals?
- What changes to the school program have been implemented this year? How might we see that during our classroom observations?
- In what areas do you think your school has made the most academic progress this year? How do you know? To what do you attribute this progress?
- How are you ensuring that students learn California state standards?
- How are curricula decisions made (how often, who is involved, what is the process)?
- What assessments are you currently using? What is the schedule for administering assessments?
- How do you and the teachers use assessment data?
- What is your process for identifying staff development needs? What kinds of staff development have you/will you provide teachers?
- What kinds of support do you provide for new teachers?
- How do teachers collaborate within grades and across grades?
  - What resources do teachers have to implement the curriculum? Is this sufficient? If not, what would you add?
  - What process is in place to identify students with special needs (e.g., special education, English as a second language, gifted, etc.)?
  - What kinds of instructional supports and services are made available to special education students at this school?

- What types of accommodations and modifications are being made in the regular education classroom for students with diverse learning needs?
- What are the program options and supports for English Learners?
- What have been the outcomes for English Learners in terms of promotion and graduation rates? What is their progress on internal assessments?
- What ancillary academic supports and services are available to all students?
- Is there an explicit school-wide behavior management system and is it consistently implemented? Is it conducive to student success?
- What and how do you provide information about student learning to parents? To the public?
- How are parents involved in this school? Are your goals for parents being achieved?
- Is the school climate conducive to staff success?
- Is the school facility safe and conducive to learning?

#### **Parents/Guardians**

- *Following introduction ask parents for: their name, # and grade levels of students at school, how long their child/ren has been at the school*
- Where did your child/ren attend school last year and why did you choose this school?
- How is this school different than other schools at which your child has been enrolled?
- Are your expectations for the school being met? Why/why not?
- What information is the school providing about your child's learning? Is it sufficient?
- When you have a concern about your child's education, who is your primary contact? Are you satisfied with this communication?
- In what ways are you involved at the school?
- Were you involved in the school's development of its Local Control and Accountability Plan (LCAP)? How?
- Have you attended a meeting of the school's governing board? If not, why?
- Name one thing that you would like to change about the school.

#### **Students (adapt to grade level)**

- *Following introduction ask students for: their first name, current grade level, how long they have been at the school*
- Why did you choose this school?

- Where did you attend school before and how is this school different?
- What has changed at this school since you started here?
- Describe a class assignment that you found especially interesting or exciting. What made this a good assignment?
- What classes or subjects do you find difficult at this school? How do you get help with classes or assignments that are difficult for you?
- Do you feel safe at this school?
- Are there adults here that you can talk to about personal and family issues?
- Name one thing you would like to change about the school.

### Teachers

- *Following introduction ask teachers for: their name, grade and/or subject taught, # of years at the school, # of years teaching*
- What changes to the school program have been implemented this year? How does this impact classroom instruction?
- Do you think teachers are (in general) aware of and implementing grade-level curricular goals? Why?
- How do you ensure that students learn California state standards?
- What is the process for identifying staff development needs? What kinds of staff development has been provided?
- How do teachers collaborate within grades and across grades?
- Is the school climate conducive to staff success?
- Do teachers have sufficient resources to implement the curriculum? If not, what do you think is needed?
- Is the school facility safe and conducive to learning?
- Is there an explicit school-wide behavior management system and is it consistently implemented? Is it conducive to student success?
- What process is in place to identify students with special needs (e.g., special education, English as a second language, gifted, etc.)?
- How do you know which students in your classes have IEPs and what those IEPs include?
- How do you know which students in your class are English learners and what their level of proficiency is?
- Do teachers have the resources they need to meet the needs of these students? If not, what do you think is needed?

- What do you think of the teacher performance evaluation process at the school? Has it helped you improve your practice?
- What involvement has the faculty had in development of the school's LCAP?
- Name one thing you would like to change about the school.

## Site Visit Follow Up Letter (insert into letterhead)

*[Insert Date]*

*[Insert Charter School Address Block]*

Subject: *[Insert FY]* Annual Site Visit, E.C. §47604.32

Dear *[Insert Addressee Salutation]*,

Thank you for the opportunity to conduct an annual site visit on *[insert date]*. We appreciate the time that you and the Charter School staff spent meeting with us and showing us around the campus as part of the visitation. *[Insert a positive comment about the campus culture, staff, or some other positive feature noted at the site visit.]*

As we discussed in our site visit closing meeting, some follow-up documentation and/or clarification is needed regarding a few items. The follow-up responsive actions and the timeframe for submission are noted on the attached Site Visit Review Matrix (Attachment A).

Thank you for your continued cooperation with this process and especially for your dedication to serving the students of the *[insert Charter School name]*. If you have any questions, please call me at *[insert signer's phone number]* or *[insert alternate contact person and phone number.]*

Sincerely,

CC: *[Insert appropriate "cc's" from charter school and COE]*

## Local Control Accountability Plan\*

In the column to the right indicate a finding of <b>Y</b> (yes), <b>N</b> (no), <b>U</b> (unknown), or <b>N/A</b> (not applicable) in response to each question below.	<b>Y</b> <b>N</b> <b>U</b> <b>N/A</b>	<i>Use the space below to comment on the item and/or to indicate where information used to make the Y/N determination can be found.</i>	<b>If correction required; date(s) completed</b>
<b>A. Timely Submission</b>			
1. Did the Charter School submit an LCAP (or annual update) by July 1 <sup>st</sup> ?			
2. Did the Charter School use the SBE LCAP template?			
3. <i>Was signed certification included indicating Charter School governing board approval prior to submission?</i>			
<b>B. Educational partner Engagement</b>			
1. Did the Charter School consult with the following groups in developing the LCAP? (Cal. Ed. Code §47606.5(e))		<i>Evidence of consultation may include dates and descriptions of events, identifying various educational partner groups consulted and outreach methods employed.</i>	
a. Teachers			
b. Principals			
c. Administrators			
d. Other school personnel			
e. Parents			
f. Pupils			
2. <i>Were events publicized in a manner likely to be effective (media, languages)?</i>			
3. <i>Did Charter School governing board members receive educational partner input directly?</i>			
<b>C. Goals and Progress Indicators</b>			
1. Does the Charter School LCAP include identified needs and metrics?			
2. Does the Charter School LCAP address all applicable state priorities? (Cal. Ed. Code §47605(b)(5)(ii) and §47605.6(b)(5)(ii))		<i>Far right column of template references state priorities.</i>	
a. Priority 1: credentials, materials, and facilities			
b. Priority 2: academic standards, incl. EL			
c. Priority 3: parental involvement			

## Local Control Accountability Plan\*

In the column to the right indicate a finding of <b>Y</b> (yes), <b>N</b> (no), <b>U</b> (unknown), or <b>N/A</b> (not applicable) in response to each question below.	<b>Y</b> <b>N</b> <b>U</b> <b>N/A</b>	<i>Use the space below to comment on the item and/or to indicate where information used to make the Y/N determination can be found.</i>	<b>If correction required; date(s) completed</b>
d. Priority 4: pupil achievement			
e. Priority 5: pupil engagement			
f. Priority 6: school climate			
g. Priority 7: course of study			
h. Priority 8: other pupil outcomes			
i. School priorities ( <i>optional</i> )			
2. If all priorities are not addressed, is this justified by grades served and/or the nature of the program operated? ( <i>Charter schools only</i> )			
3. Are schoolwide goals included for applicable priorities? ( <i>Separate subgroup goals optional for 2014</i> )			
4. Are all numerically significant racial/ethnic subgroups listed, based on prior year demographic data? (Cal. Ed. Code §52052)			
5. Are all numerically significant educationally disadvantaged subgroups listed, based on prior year demographic data? (Cal. Ed. Code §52052)			
b. Socioeconomically disadvantaged (req. if at least 30; optional below 30)			
c. English learners (req. if at least 30; optional below 30)			
d. Pupils with disabilities (req. if at least 30; optional below 30)			
e. <i>Foster youth (req. if at least 15; optional below 15)</i>			
6. <i>Where achievement gaps are identified from prior year data, are separate goals included for identified subgroups?</i>			
<b>D. Actions, Services and Expenditures</b>			
1. Are specific annual actions identified for each goal? (Cal. Ed. Code §47606.5)			

## Local Control Accountability Plan\*

In the column to the right indicate a finding of <b>Y</b> (yes), <b>N</b> (no), <b>U</b> (unknown), or <b>N/A</b> (not applicable) in response to each question below.	<b>Y</b> <b>N</b> <b>U</b> <b>N/A</b>	<i>Use the space below to comment on the item and/or to indicate where information used to make the Y/N determination can be found.</i>	<b>If correction required; date(s) completed</b>
2. Are anticipated expenditures listed and described for the annual actions?			
3. Does the description of expenditures for the annual actions include where those expenditures can be found in the budget?			
4. Are the funding sources for anticipated expenditures for annual actions identified?			
5. Are specific <u>additional</u> annual actions identified for each goal for <u>educationally disadvantaged students</u> ?			
6. Are anticipated expenditures listed and described for the <u>additional</u> annual actions?			
7. Does the description of expenditures for the <u>additional</u> annual actions include where those expenditures can be found in the budget?			
8. Are the funding sources for anticipated expenditures for <u>additional</u> annual actions identified?			
9. Is the narrative description of the expenditure of supplemental and concentration revenue reasonable and consistent with the table/s of annual actions?			
10. Is the use of funds in a charter-wide manner justified by the LCAP description?			
11. Does the narrative description of services for educationally disadvantaged students demonstrate how such services will increase or improve in proportion to increased funding? ( <i>Charter schools need not reference specific % relative to specific restricted funds.</i> )			
<b>E. CONSISTENCY WITH ANNUAL BUDGET</b>			
1. Is the amount of supplemental and concentration revenue (“increase in funds”) described in the LCAP consistent with the July 1 <sup>st</sup> annual budget?			
2. Are the annual actions in the LCAP consistent with the Charter Alternative Form budget assumptions worksheet (i.e., class size,			

## Local Control Accountability Plan\*

In the column to the right indicate a finding of <b>Y</b> (yes), <b>N</b> (no), <b>U</b> (unknown), or <b>N/A</b> (not applicable) in response to each question below.	<b>Y</b> <b>N</b> <b>U</b> <b>N/A</b>	<i>Use the space below to comment on the item and/or to indicate where information used to make the Y/N determination can be found.</i>	<b>If correction required; date(s) completed</b>
schedule, or calendar changes, staffing ratios, new positions)?			
3. Are the expenditures associated with the annual actions, as shown on the LCAP expenditures worksheet, consistent with the amounts in the budget?			
Review conducted by: _____ / _____ / _____ Print Name Signature Date  <i>* California E.C. §47604.32 states: "Each chartering authority, in addition to any other duties imposed by this part, shall do all the following with respect to each charter school under its authority: ...            (c) Ensure that each charter school under its authority complies with all reports required of charter schools by law, including the annual update required pursuant to Section 47606.5."</i>			

## Sample LCAP Letter

\_\_\_\_\_ County Office of Education  
 County Superintendent of Schools  
 October 5, 2017

Dear Charter School Leaders,

Thank you for submitting your board approved 20\_\_-20\_\_ Local Control and Accountability Plan (LCAP) to the \_\_\_\_\_ County Office of Education. We appreciate the work you have done with your educational partners to develop a plan to address the eight priorities included in E.C. §52060(d). While the LCAPs developed by charter schools are not subject to approval by the County Office of Education, as your authorizer, we do review your LCAP as part of our regular oversight duties pursuant to E.C. §47604.32. In addition, we have reviewed your LCAP and have provided feedback to assist you as you implement the 20\_\_-20\_\_ LCAP and develop future LCAPs.

This feedback should help your charter meet the intended LCFF/LCAP purposes of

1. aligning resources with priorities,
2. increasing transparency to parents and the public at large; and
3. developing systems to track and report budgeted expenses and outcomes

This feedback should be used in future development of the LCAP. There are some sites that may consider changes or additions to their current year submitted LCAP to meet the delineated purposes. Our feedback is presented both in the attached *Summary of Observations*. Please see the California Department of Education posting of LCFF Frequently Asked Questions specific for Charters Schools for additional resources.



If you have questions or want to discuss the feedback, please contact the following staff:

We understand that the LCFF/LCAP process and expectations are continually evolving and are committed to collaborating with you through this process. We hope you find this feedback helpful and look forward to continuing this work together.

**Signature**

**Attachments**

## **LCAP Summary of Observation Attachment**

**Summary of Observations Charter School LCAP**

FY 20\_\_-20\_\_

**Purpose:** To provide the Charter School officials with recommendations on how to improve their LCAP, making it more transparent and understandable to all targeted external parties.

**Charter School:**

**Note:** *Checks indicate items are adequately addressed.*

### **EXECUTIVE SUMMARY**

**Provide an overview of the school and LCAP focusing on data.**

Greatest Progress: The LCAP should **describe** the progress areas from the State Indicators and local performance indicators of which the LEA is most proud.

Greatest Needs: The LCAP should **describe** the need areas from the State Indicators and local performance indicators which the LEA needs to improve.

Performance Gaps: The LCAP should **describe** any state or local indicator which performance for any student group has two or more performance levels below the "all student" performance AND what steps the LEA is planning to take to address these performance gaps.

Comments:

### **ANNUAL UPDATE**

For each identified goal in the LCAP being updated (from prior year) the *LCAP Annual Update* should describe actual progress toward the expected outcomes, using at a minimum, the required metrics.

The LCAP Annual Update should describe the estimated annual actual expenditure for each of the actual actions and/ or services.

The LCAP Annual Update should assess and describe the implementation and effectiveness of the specific actions for each goal, and describe any changes in actions, services, expenditures and /or changes to the applicability of the goals.

The LCAP should evaluate the overall data, implementation and effectiveness and reflect on the LCAP Goals and Actions moving forward.

Comments:

### **EDUCATIONAL PARTNER ENGAGEMENT REQUIREMENTS**

**Educational partner Consultation Process**

- [ ] Involvement Process: The LCAP should **describe the process** used to consult with parents, pupils, school personnel, and the community in the development of the LCAP.
- [ ] Impact on LCAP: The LCAP should **describe how** parents, pupils, school personal and the community input contributed to the development of the LCAP.
- [ ] Annual Update: Involvement Process and Impact on LCAP: The LCAP should **describe** the educational partner *consultation process* to review the *development and the impact* of the educational partner consultation process of the annual update of LCAP goals, actions, services and expenditures described.

Comments:

### **GOALS. ACTIONS. EXPENDITURES, AND EXPECTED ANNUAL MEASURABLE OUTCOMES**

#### **Financial Observations**

- [ ] The Budgeted Expenditures column is complete. Budgeted Amounts, Object Codes, their descriptions, and/or funding sources are present. All this information is important for financial external parties/ audiences for their review of the school's financials and budgets.
- [ ] Any "across-the-board" / general increases in salaries using Supplemental and Concentration grant funding should be in compliance with LCAP Expenditure regulations.

Comments:

#### **Educational Program Observations:**

- [ ] All state priorities must be addressed in at least one of the LCAP goals and some goals may address more than one state priority.
- [ ] Clearly identified goals should align with Identified Need for each LCAP year. Descriptions should be included for each goal in one or more years unless the goal is for a shorter duration. (Non-Charter Public schools are required to submit LCAP for all 3 years; Charters are only required to submit LCAP for one year, although they have been strongly encouraged to address the 3 year cycle.

Comments:

- [ ] The LCAP ought to include expected measurable outcomes for all pupils, and pupil subgroups, where applicable, using metrics that may be quantitative or qualitative. At a minimum, LEAs must use the specific metrics that state explicitly requirements for measuring progress within a particular state priority area.

Comments:

### **DEMONSTRATION OF INCREASED OR IMPROVED SERVICES FOR UNDUPLICATED PUPILS**

Regarding the calculation of the total amount of Supplemental and Concentration Grant Funds required to be reported in the LCAP, the Charter School either -

- [ ] Did not report the current year estimated amount which should come from the LCAP MPP tab of the latest version of the FCMAT LCFF Calculator.
- [ ] Did not properly calculate this amount in the LCAP MPP tab of the LCFF Calculator.
- [ ] Did not sufficiently describe how this amount will be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils.

Reported an amount different from the amount which appears to be properly calculated in the LCAP MPP tab of the school's current LCFF Calculator.

Reported the amount which appears to be properly calculated in the LCAP MPP tab of the school's current LCFF Calculator.

Pursuant to 5 CCR 15496(a), the School is required to identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils.

Comments:

Regarding the calculation of the Minimum Proportionality Percentage (MPP) required to be reported in the LCAP, the Charter School either -

Did not report the current year MPP which should come from the LCAP MPP tab of the latest version of the FCMAT LCFF Calculator.

Did not properly calculate the MPP in the LCAP MPP tab of the LCFF Calculator.

Did not sufficiently describe the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils

Reported a percentage different from the MPP which appears to be properly calculated in the LCAP MPP tab of the school's current LCFF Calculator.

Reported the amount which appears to be properly calculated in the LCAP MPP tab of the school's current LCFF Calculator.

Pursuant to 5 CCR 15496(a), the School is required to identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils.

Comments:

## Governance

In the column to the right indicate a finding of Y (yes), N (no), or N/A (not applicable) in response to each question below.	Y N N/A	<i>Use the space below to comment on the item and/or to indicate where information used to make the Y/N determination can be found.</i>	<b>Date(s) Completed</b>
<b>A. Organizational Management</b>			
1. If the Charter School is constituted as a non-profit corporation, are the corporate papers, including articles of incorporation available to the authorizer?			
2. Is there a list or roster of governing board members?			
3. Does the Governing Board have a comprehensive plan to conduct oversight of the academic program?			
4. Is the Governing Board equipped to execute their fiduciary responsibility with regards to the disbursement of public funds?			
5. Does the Governing Board understand the annual budget and demonstrate knowledge about the short and long-term financial outlook of the Charter School?			
6. Does the organizational structure of the Charter School provide clear delineation between the responsibilities of the Governing Board and Charter School management staff?			
<b>B. Capacity/Composition</b>			
1. Do the Governing Board members have previous governance experience?			
2. Is the Governing Board free of real or perceived conflicts of interest? Is there teacher on the board that abstains from votes that create a conflict of interest?			
3. Does the Governing Board represent strong diversity relevant to the community & charter school population?			
4. Do the Governing Board members have expertise in key fields such as finance, legal, real estate, fundraising and education?			
<b>C. Structure</b>			
1. Is the composition of the Governing Board consistent with the approved charter?			
2. Does the Governing Board have bylaws that are comprehensive, and include reasonable term limit?			
3. Does it appear that the Governing Board fully understands the bylaws and their implications?			
4. Has the Governing Board identified officers?			
5. Are there written job descriptions for Governing Board officers that clearly describe the roles and responsibilities of each?			
6. Do the bylaws delineate committees and provide detailed job descriptions for these committees?			
<b>D. Clarity</b>			

## Governance

In the column to the right indicate a finding of Y (yes), N (no), or N/A (not applicable) in response to each question below.	Y N N/A	<i>Use the space below to comment on the item and/or to indicate where information used to make the Y/N determination can be found.</i>	<b>Date(s) Completed</b>
1. Does Charter School leadership team demonstrate a strong understanding of their role related to effective governance?			
2. Do the Governing Board members understand their role in developing supporting and evaluating the Charter School Leader?			
3. Is there a strong working relationship between Charter School Leader, Governing Board Chair, and full Governing Board?			
<b>E. Meetings</b>			
1. Does the Governing Board conduct public meetings at such intervals as are necessary to ensure that the Board is addressing business required to provide sufficient direction to the Charter School?			
2. Does the Governing Board comply with the following:			
a) Regularly scheduled meetings with appropriate public notice			
b) Brown Act training and meeting compliance			
c) Government Code 1090			
d) The California Public Records Act			
e) The Political Reform Act of 1974			
f) Availability of meeting minutes and/or recordings			
3. Does the Governing Board have resolutions and Governing Board –adopted policies related to:			
a) Conflict of interest			
b) Handbooks- Parent, Student, Employee			
c) Student & Employee discipline and due process			
d) Parent complaint resolution and due process			
e) Internal controls policies and related forms and systems			
f) Bank signature authorizations, etc.			
g) Harassment- student, staff			
h) Safety Plan			
i) Immunization records			
j) Family Educational Rights and Privacy Act (FERPA) – policy and notices			
k) Section 504 compliance			
l) Allowable purchases and purchasing authority.			
3. Have material revisions to the charter been approved by the Governing Board?			
<b>F. Parent /Staff Involvement</b>			

## Governance

In the column to the right indicate a finding of Y (yes), N (no), or N/A (not applicable) in response to each question below.	Y N N/A	<i>Use the space below to comment on the item and/or to indicate where information used to make the Y/N determination can be found.</i>	<b>Date(s) Completed</b>
1. Is there a process in place that ensures that parents, teachers, and staff may provide input regarding the effectiveness of the Charter School?			
<b>D. To be completed by Team Leader</b>			
Comments:			
Review conducted by:  <hr/> <div style="display: flex; justify-content: space-between; width: 100%;"> <span>Print Name</span> <span>Signature</span> <span>Date</span> </div>			

## OVERSIGHT ASSURANCES

**The school materially complies with applicable federal and state laws, rules, regulations, and provisions of the charter petition and/or MOU relating to education requirements, including but not limited to:**

- adhering to assurances in the charter petition;
- following education program requirements enumerated in Education Code §47605 (c)(5)(A);
- adhering to minimum instructional minutes and days, as required by grade;
- maintaining records according to retention and privacy policies, particularly student records;
- adhering to graduation requirements as written in charter petition or maintain a policy if not defined in the charter petition;
- adhering to Statewide educational standards and administration of required State assessments; and
- remaining compliant with federal funding monitoring requirements.

**As a public school, the LEA assures compliance with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:**

- providing equitable access and opportunity to enroll and remain enrolled;
- referring and assessment of students believed to require special education and related services;

- remaining compliant with timelines related to special education, including legal requirements for scheduling and conducting IEPs and interim IEPs;
- providing services as required by a student's IEP;
- following process for determining a student's eligibility for services under Section 504 of the Rehabilitation Act of 1973;
- ensuring equitable discipline, including due process protections, manifestation determinations, and behavioral intervention plans; and
- maintaining appropriately assigned and credentialed staff.

**As a public school, the LEA assures compliance with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to the treatment of unduplicated student groups, including but not limited to:**

- providing equitable access and opportunity to enroll;
- developing data-driven processes to monitor academic progress and measure success of educational programs of unduplicated student groups, including state and local assessment data;
- designing a program for English learners that is based on sound educational theory and ensures students increase by at least one EL proficiency level on the annual language assessment until reclassified
- maintaining appropriately assigned and credentialed staff.

**The charter school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to the rights of students, including but not limited to:**

- maintaining policies and practices designed to protect the rights of students in relation to admissions, waiting lists, fair and open recruitment, and enrollment;
- ensuring due process protections, privacy, civil rights, and student liberties are upheld by the school;
- maintaining discipline policy and hearing practices for suspension and expulsion; and
- maintaining policies and practices for the involuntary removal of a student per 47605(c)(5)(J)(iii).

**]The charter school materially complies with legal responsibilities related to the health and safety of students and staff, including but not limited to:**

- maintaining policies and practices, safety procedures, and a crisis plan to deal with violence and threats of violence as well as bullying;
- conducting legally required criminal background checks on potential employees, contractors, and volunteers;
- documenting tuberculosis test results for all employees;
- reviewing and updating the comprehensive health, safety, and disaster preparedness and emergency plan for students and employees for all topics listed in Education Code §32282 and 47605 by March 1 annually; and
- conducting training and emergency drills.

**The charter school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU related to school personnel, including but not limited to:**

- ensuring personnel policies cover issues such as sick leave, personal necessity leave, and overtime; and
- ensuring all teachers have a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code §44339, 44340, and 44341.

**The charter school materially complies with applicable laws, rules, regulations, and provisions of the charter petition/MOU relating to safety and health-related services, including but not limited to:**

- ensuring appropriate nursing services and dispensing of pharmaceuticals;
- ensuring food service requirements; and
- providing other services as applicable.

By signing below, I agree that my charter school is complies with each item above. If the school is not in full compliance, please note any areas for corrective action in the upcoming school year.

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SIGNATURE CHARTER SCHOOL ADMINISTRATOR

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DATE



## Appendix C: Renewal Petitions

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- Submitting a Renewal Package

## Submitting the Complete Renewal Petition Package

The review timeline becomes effective when the petition binders and electronic copies are submitted to the Superintendent's Office at the County Office of Education. Incomplete submissions may result in findings to support denial.

<input type="checkbox"/>	The Charter Review Checklist with page numbers identifying the location of required information. Place in front pocket of each petition binder.	
<input type="checkbox"/>	One (1) electronic copy of all documents submitted. Provide the Performance Report and red line charter petition in Microsoft WORD format ONLY and the budget projections/ cash flow in EXCEL format ONLY. Submit the Appendix in PDF format.	
<input type="checkbox"/>	<b>Three (3) additional petition binders containing the Petition items <u>with tabs</u> separating each item</b>	
<input type="checkbox"/>	Table of Contents	
<input type="checkbox"/>	Articles of Incorporation and by-laws for the non-profit organization	
<input type="checkbox"/>	<p>A Complete Charter Petition, Including:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> a certification the submission is complete.</li> <li><input checked="" type="checkbox"/> a cover letter signed by the board president, or designee, authorizing the submission of the charter renewal petition.</li> <li><input checked="" type="checkbox"/> a submission of a FULLY UPDATED (redline and clean copy) charter petition with inclusion of content required by all newly enacted laws and regulations pertaining to charter schools since the previous authorization.</li> <li><input checked="" type="checkbox"/> an Executive Summary that outlines the proposed changes to the petition. <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a two-column table. Include charter element on the left and a description of revisions on the right.</li> <li><input type="checkbox"/> Summarize substantive changes in the program or organization with emphasis on plans for improvement. Substantive changes include those to Assurances, governance structure and any changes to the design or intent of the program as described in the existing petition. Do not document minor editorial revisions in the table.</li> <li><input type="checkbox"/> Include references to current Ed Code, as necessary.</li> </ul> </li> <li><input checked="" type="checkbox"/> a reasonably comprehensive description of all 15 elements (16 for countywide) and supplemental materials per E.C. 47605(b) or 47605.6(b), including, but not limited to <ul style="list-style-type: none"> <li><input type="checkbox"/> required supplemental Information</li> <li><input type="checkbox"/> Assurances per E.C. section 47605</li> <li><input type="checkbox"/> a financial plan, including a proposed charter school budget (start-up costs, multi-year projections and cash flow for at least 3 subsequent years)</li> <li><input type="checkbox"/> an Impact Statement: How administrative services will be provided</li> <li><input type="checkbox"/> Special Education/SELPA description of services provided, due process policy, contracts</li> <li><input type="checkbox"/> dispute resolution language</li> <li><input type="checkbox"/> Appendix documents</li> </ul> <p>Submit supplemental materials with the charter petition. Appendices and supplemental materials <u>will not</u> be used in place of the reasonably comprehensive description of the required charter petition elements pursuant to E.C. §47605.</p> </li> </ul>	
<input type="checkbox"/>	► <b>Form A</b>	<i>Renewal Performance Report</i>
<input type="checkbox"/>	► <b>Form B</b>	<i>Release of Information</i>
<input type="checkbox"/>	► <b>Form C</b>	<i>Assurances</i>

## **FORM A: Renewal Performance Report Guidelines**

To assist in understanding your school's performance, the County Office requests charter schools seeking renewal to provide a brief written report with a self-evaluation of the school's strengths and areas for growth over the previous term of the charter, and plans for improvement in the upcoming term of the charter, should it be renewed.

There are four main questions reviewers seek to answer when evaluating the performance report.

- Is the academic program a success?
- Is the school organization effectively lead and managed?
- Is the school being operated prudently and meeting all regulatory requirements?
- Is the school faithful to the terms of its charter and MOU?

### **Guidelines:**

- The process for preparation of this report is up to the school, but it may be most helpful in developing the charter renewal petition if board members, teachers, operations staff and parent leaders are engaged in a discussion of the school's performance in the areas reflected in the report. If done well, the self-evaluation submitted for annual oversight in years one through four should provide a strong foundation for development of this culminating report.
- Data tables inserted in the report are required in addition to any data/evidence you need to include to justify renewal. Responses to the prompts should be
  - clear and concise
  - include requested data and identify the source of all data
  - include an active link to the school's CA Dashboard Indicators, SARC and LCAP

## **RENEWAL PERFORMANCE REPORT QUESTIONS**

### ***Section 1: Student Achievement and Educational Program Performance***

#### **EDUCATIONAL (PROGRAM) SUMMARY**

1. Program Overview
2. Program Updates

#### **WHO IS SERVED: ENROLLMENT AND DEMOGRAPHIC DATA**



## Student Progress

- a. How well do students achieve? A complete evaluation includes:
  - Subjects and grades with best student performance, and why
  - Subjects and grades with areas for growth in student performance, and why
  - Is there evidence of equity gaps based on ethnic background or other student grouping and, if so, what action is being taken?
  - Relevant data/evidence to support claims
  
- b. How effective is the quality of instruction, including teaching, learning and curriculum? A complete evaluation includes:
  - Strongest features of teaching and learning, and why
  - Identified area(s) for growth and what action is being taken
  - Relevant data/evidence to support claims
  
- c. How effective are the methods and strategies by which the school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment? How are English Language Learners supported? A complete evaluation includes:
  - Strongest aspects of student group support whether significant or insignificant, and why
  - Identified area(s) for growth and what action is being taken
  - Relevant data/evidence to support claims
  
- d. How effective is the assessment of student learning? Describe as separate bullet points for overall performance data and each student group. A complete evaluation includes:
  - Strongest features of assessment
  - Identified area(s) for growth and what action is being taken
  - Relevant data/evidence to support claims
  
- e. How well does the charter school collaborate with parents and educational partners to encourage active participation in their student's education and in school decision making? A complete evaluation includes:
  - Strongest aspects of parent/ community engagement, and why
  - Identified area(s) for growth and what action is being taken
  - Relevant data/evidence to support claims

# Charter School and State CA Dashboard Two-Year Comparison

Use a \* where there are fewer than 11 students. To access the Excel version (Also available in a separate spreadsheet.)

## Engagement

Chronic Absenteeism (K-8)	[Prior Yr]	[Prior Yr]	[Curr Yr]	[Curr Yr]
	School %	State%	School %	State%
	Color	Color	Color	Color
All Students				
English Learner				
Low Income				
Foster Youth				
Homeless				
Disabilities				
White				
Hispanic/ Latino				
Two or More Races				
African American				
Nat Hawaii/Pac Isl				
Am Ind/Nat Alaskan				
Asian				
Filipino				

[Prior Yr]	[Prior Yr]	[Curr Yr]	[Curr Yr]
------------	------------	-----------	-----------

**Graduation Rate**

	School %	State%	School %	State%
	Color	Color	Color	Color
All Students				
English Learner				
Low Income				
Foster Youth				
Homeless				
Disabilities				
White				
Hispanic/ Latino				
Two or More Races				
African American				
Nat Hawaii/Pac Isl				
Am Ind/Nat Alaskan				
Asian				
Filipino				

**Academics**

	[Prior Yr]	[Prior Yr]	[Curr Yr]	[Curr Yr]
		State%	School %	State%
		Color	Color	Color
College Career				
All Students				
English Learner				
Low Income				
Foster Youth				
Homeless				
Disabilities				
White				
Hispanic/ Latino				
Two or More Races				
African American				

Nat Hawaii/Pac Isl				
Am Ind/Nat Alaskan				
Asian				
Filipino				

ELA (3-8 & 11)	[Prior Yr]		[Curr Yr]	
	School Pts	State Pts	School %	State%
	Color	Color	Color	Color
All Students				
English Learner				
Low Income				
Foster Youth				
Homeless				
Disabilities				
White				
Hispanic/ Latino				
Two or More Races				
African American				
Nat Hawaii/Pac Isl				
Am Ind/Nat Alaskan				
Asian				
Filipino				

English Learner	[Prior Yr]	[Prior Yr]	[CurrYr]	[Curr Yr]
	School %	State %	School %	State %
	Color	Color	Color	Color
Progress toward Proficiency				

[Prior Yr]	[Prior Yr]	[Curr Yr]	[Curr Yr]
------------	------------	-----------	-----------



	School % Color	State% Color	School % Color	State% Color
<b>Math (3-8 &amp; 11)</b>				
All Students				
English Learner				
Low Income				
Foster Youth				
Homeless				
Disabilities				
White				
Hispanic/ Latino				
Two or More Races				
African American				
Nat Hawaii/Pac Isl				
Am Ind/Nat Alaskan				
Asian				
Filipino				

***Climate***

	[Prior Yr] School % Color	[Prior Yr] State% Color	[Curr Yr] School % Color	[Curr Yr] State% Color
<b>Suspension Rate (K-12)</b>				
All Students				
English Learner				
Low Income				
Foster Youth				
Homeless				
Disabilities				
White				
Hispanic/ Latino				
Two or More Races				

African American

Nat Hawaii/Pac Isl

Am Ind/Nat Alaskan

Asian

Filipino

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## Section 2: Governance and Organizational Management

### School Leadership

- a. How effective is the leadership and management of the school? A complete evaluation includes:
- How the school monitors staff/administrator effectiveness
  - Implementation of administrative processes and procedures (i.e. school safety plan, enrollment intake process, etc.)
  - Leadership strengths and areas for growth
  - Relevant data/evidence to support claims

### Governance (Dependent charters, please discuss the advisory process)

- a. How effective is the governing board of the school? A complete evaluation includes:
- Description of board training, new policy development, fiscal oversight etc.
  - Provide an example of an issue or policy that the board is resolving or developing
  - Relevant data/evidence to support claims
- b. How effective is the school at ensuring legal compliance? A complete evaluation includes:
- Strongest features of ensuring legal compliance
  - Identified area(s) for growth and what action is being taken
  - Relevant data/evidence to support claims

## Section 3: Fiscal Operations

- a. How effective is the fiscal management of the school? A complete evaluation includes:
- Description of process to equitably distribute funds to support student groups
  - Describe how strong fiscal procedures are being followed
  - If there was a negative ending fund balance in the previous fiscal year, what action is being taken to address the issue
  - Describe any audit findings, adjustments or corrections and the plan to address any outstanding issues
  - One way fiscal operations can be improved, and action being taken
  - Describe any new major funding source and how it was used
  - Relevant data/evidence to support claims

### Budget Summary

[Insert Current Year]	[Insert Previous Year]	[Insert Current Year]
Revenue		
Net Position as of Jun 30		
\$ Reserves		

**Enrollment Summary**

<b>Year</b>	<b>CBEDS Enrollment</b>	<b>P2 Enrollment</b>	<b>Attendance Rate (%)</b>
[Insert Projected Year Here]			
[Insert Current Year Here]			
[Insert Previous Year Here]			

**Section 4: Fulfillment of the Charter**

- a. How effective has the school been overall in addressing the mission and vision of the charter? A complete evaluation includes:
  - Notable strengths
  - Progress toward meeting LCAP Priorities and Measurable Pupil Outcomes set forth in the charter
  - Describe student enrollment and demographic changes
  - Areas for growth, including any CDE compliance, UCP complaints or Charter School Complaints received
  - Relevant data/evidence to support claims

*This Performance Report must be submitted in the charter petition package in order for it to be complete.*

**FORM B: Authorization to Release Information**

**Authorization to Release Information**

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information to \_\_\_\_\_ for use in establishing my qualifications and credentials for the administrative position at \_\_\_\_\_.

This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases the inquiring County Office of Education, and any agent acting on its behalf, from any and all liability of any nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine by background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter/renewal petition and review process.

**Signature**

Applicant Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**OFFICE USE ONLY**

Charter School Petition Processed by: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

## FORM C: Assurances List

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### Charter School Assurances

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As part of the charter school petition, we agree to the following:

- (Keep one)** Will / will not be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. CA Ed Code Section 47605 (b)(5)(O)]
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. CA Ed Code Section 47605(d)(1)]
- Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. [Ref. CA Ed Code Section 47605(d)(1)]
- Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations. [Ref. CA Ed Code Section 47605(d)(2)(B)]
- Will be open to all students, on a space available basis, and shall not discriminate on the basis of the fact or perception of a person's race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, academic achievement or any characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. [Ref. CA Ed Code Section 47605(d)(1)]
- Will not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, color, creed, age, sex, religion, national origin, disability, sexual orientation, marital status, or any other protected classification, in accordance with applicable law, and will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. [Ref. CA Ed Code Section 47605.6(l)]
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will be subject to conflict of interest and other laws pertaining to public officials.
- Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

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Signature of Petitioner/School Name

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Date

## ***Suggested Appendix Items***

The following is a list of suggested appendices to include with the Charter Renewal Petition. Additional appendices may be included at the charter school's discretion to assist the reviewers' understanding of the school's past performance and future plans. Some documents listed are available to COE staff either on the charter school's website or in its files (as submitted by the charter school). However, to ensure that the charter renewal petition is complete for any appeals that may be necessary, the charter office suggests that a minimum of the listed documents be included in the submission. Appeals are evaluated as submitted to the authorizing agency. A table of included appendices should be included in the renewal petition package, and cover sheets and/or tabs should be used to separate individual items.

- Renewal performance report (template above)
- Local Control and Accountability Plan
- Back-up for performance report data (e.g., parent satisfaction), with emphasis on measures referenced in Measurable Pupil Outcomes, TAAP or LCAP
- Financial plan using standard templates (budget, multi-year projection, assumptions, cash flow worksheet, certification – beginning with first year of proposed new charter term)
- Corporate documents: Articles of Incorporation, Bylaws, Board member rosters, bios etc.
- Organization chart
- Conflict of Interest policy
- Complaint Policy
- Personnel policy and/or employee handbook
- Parent handbook
- Description and forms for evaluation of senior management, school leaders and teachers
- Comprehensive safety plan
- Health, wellness or similar plans and/or policies
- Recruitment or outreach plan for student enrollment
- Facility verification (lease, MOU, FUA)
- Math and ELA sample pacing guide (1 of each for any grade)
- Instructional Framework/Plan for Instruction, multiple if varies by grade
- Academic Calendar
- Bell Schedule (by grade, if it varies)
- List of Instructional Materials
- Professional Development Plan and Calendar
- Assessment Plan and Calendar
- SST process description and/or flowchart, plus sample forms/notices
- English Learner Policy including reclassification policy and sample forms/notices
- Bibliography of research references made in petition

**NOTE:** It is up to the petitioner to make a case for renewal. Include what is most relevant in support of your Performance Report, petition and Ed Code requirements.

## Appendix D: Material Revision

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## Charter School Request for Material Revision to Charter

School \_\_\_\_\_ Date submitted: \_\_\_\_\_

### E.C. 47607(a)(2)

Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

*This document is a template for your revision request. Please use as many pages as needed to ensure that your request is thoroughly described.*

### Please complete all parts of each of the following sections:

#### 1. Summary of Request and Board Approval

Provide the following information on an attached sheet/letterhead:

- a. A request for material revision. Include:
  - i. a description of the proposed material revision, including sufficient detail and background information as to why the material revision is necessary
  - ii. how it will impact the charter and authorizing entity
- b. The estimated fiscal impact of the material revision.
- c. The charter school governing board approval date for this material revision. Include a copy of the approved minutes.

#### 2. New Legal Requirements

Address any new legal requirements of charter schools enacted into law after the charter was originally granted or last renewed. If none are relevant to your school, please indicate so with 'NA'. Otherwise, please turn on 'Track Changes' in Microsoft Word to record these legal updates.

#### 3. Requested Revision(s) to Existing Charter Document

Include all of the following:

- a. original language of the approved petition
  - i. Continue to 'Track Changes' to document revisions. Track Changes will strike out language to be deleted (~~language to be deleted~~) and underline language to be added (language to be added)
  - ii. Attach the redlined Word document to this template.
  - iii. Minor editing changes, formatting should not be included.

#### 4. Attach a copy of the most recent Comprehensive Safety Plan.

Material Revision requested by:

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Title

Signature: \_\_\_\_\_ Date: \_\_\_\_\_