

## The Fifteen Charter Elements

### Element 1: The Educational Program

*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)*

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)*

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

#### General Information

1. At the beginning of Element 1, include the table below. Ensure that all information is provided.

<b>GENERAL INFORMATION</b>	
• The contact person for Charter School is:	
• The contact address for Charter School is:	
• The contact phone number for Charter School is:	
• The proposed address or ZIP Code of the target community to be served by Charter School is:	
• This location is in LAUSD Board District:	
• This location is in LAUSD Local District:	
• The grade configuration of Charter School is:	
• The number of students in the first year will be:	
• The grade level(s) of the students in the first year will be:	
• Charter School’s scheduled first day of instruction in 2018-2019 is:	
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	
• The bell schedule for Charter School will be:	
• The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

#### Community Need for Charter School

2. Examine the school’s performance over the current charter term. Describe and discuss how, based on its specific record of performance, the charter school has and will continue to meet the needs of the community it serves. Address:

- Academic performance data and other absolute and comparative performance indicators, including both schoolwide and subgroup academic achievement and growth data and other performance indicators
- Success of the innovative features of the educational program
- Success of the school’s educational program in meeting the specific needs of its student population, including but not limited to students in numerically significant subgroups
- Areas of challenge that the school has experienced and how the school has improved and/or will improve in such areas

NOTE: Any school that has unresolved issues, identified through oversight or otherwise, may be required to provide additional information in its petition and/or supporting documentation.

### **Student Population To Be Served**

3. Identify and describe the charter school’s target student population. Address:
- Grade levels to be served
  - Specific student educational interests, backgrounds, or challenges
  - Other relevant characteristics of the targeted student population
4. Provide a five-year enrollment rollout plan that shows the number of students per grade and the total number of students that the school plans to serve in each year of the charter term. See sample template below.

<b>Enrollment Roll-Out Plan</b>					
<b>Grade</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>K (incl. TK)</b>	50	50	50	50	50
<b>1</b>	50	50	50	50	50
<b>2</b>	50	50	50	50	50
<b>3</b>	50	50	50	50	50
<b>4</b>	50	50	50	50	50
<b>5</b>	50	50	50	50	50
<b>Total</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>	<b>300</b>

### **Goals and Philosophy**

5. Provide clear, concise school vision and mission statements that match the needs of the targeted population and are aligned with the educational program.
6. Define and describe briefly the characteristics of an “educated person” in the 21st century. Address:
  - College and career-readiness
  - Use of technology
7. Describe briefly how learning best occurs. Include discussion of current learning theories/concepts and how they align to the needs of the target population.
8. Address the requirements of Education Code § 47605(b)(5)(A)(ii), including:
  - Description of the school’s annual goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d) by the California Local Control Funding Formula (LCFF) legislation enacted in 2013, as it may be amended from time to time. Please see the “LCFF State Priorities” template provided below. This partial template provides the layout for one goal; repeat the same template layout for each goal in order to create a complete LCFF table. Please see notes below.
  - Description of the specific annual actions the school will take to achieve each of the identified annual goals. Please see template below.

NOTE: Some of the eight (8) state priorities encompass multiple components. Each component that applies to the grade levels to be served must be addressed. To fulfill this requirement, the petition may provide broad goals that encompass several state priorities or it may set forth individual goals that address each component of the state priorities separately. Please see the CSD website to review a partial sample of the LCFF table template.

NOTE: The LCFF table template provided below incorporates measurable outcomes and performance targets, which are components of Element 2 of a charter school petition. A completed LCFF table provided in Element 1 of a petition will meet the LCFF measurable outcomes requirements for Element 2 and can be incorporated therein by reference to the completed table in Element 1. Please note that **the petition must provide specific outcomes and targets for each of the specific metrics set forth in Education Code § 52060(d) that are applicable to the grade levels served by the school.** Please

see also the section below regarding the requirements of Element 2.

NOTE: The LCFF table template provides a separate row for school-wide performance targets as well as a row for each potentially relevant subgroup and/or numerically significant subgroup; the table template should be tailored as appropriate to the school’s specific goals and the student population to be served by the school (for subgroups that are not numerically significant for the school, insert an “\*” in the chart, and define the \* as, “subgroup not numerically significant at this time”).

NOTE: The LCFF charter petition provisions must be reflected in and consistent with the school’s annual Local Control and Accountability Plan (LCAP) and updates prepared and submitted pursuant to the requirements of AB 97 (Local Control Funding Formula legislation) as it is amended from time to time.

NOTE: The charter petition may identify additional local school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. (Ed. Code § 47605(b)(5)(A)(ii). *Accordingly, include goals for innovative components of the charter’s program.*

LCFF STATE PRIORITIES						
GOAL #1						
						Related State Priorities:
						<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
						Local Priorities:
						<input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b>						
<b>Metric/Method for Measuring:</b>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023

**Expected Annual Measurable Outcomes**

**Outcome #1:**

**Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)						
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #2:**

**Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)						
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #3:****Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)						
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

9. Describe briefly how the school’s goals will enable students to become and remain self-motivated, competent, and lifelong learners.

**Instructional Design**

10. Describe the educational program’s overall curricular and instructional design, including how the school will structure and staff the educational program. Discuss briefly the current key educational theories and research that support and inform the general design of the educational program and confirm its educational soundness. Provide and discuss research-based evidence to show how the design will successfully serve the needs of the targeted student population.

*Curriculum and Instruction*

11. Describe the charter school’s curriculum. (Do not insert California Common Core State Standards (CA CCSS) or other state content standards within the petition; they may be incorporated by citation/reference.) Identify and describe:
- Key features and components of the school’s educational program by subject area, including, but not limited to, the following subject areas:
    - ❖ English Language Arts

- ❖ English Language Development/English as a Second Language
- ❖ Mathematics
- ❖ History-Social Science
- ❖ Science
- ❖ Visual and Performing Arts
- ❖ Health and Physical Education
- ❖ World Languages (secondary schools)
- ❖ Electives and other courses/areas of study required for graduation/A-G requirements (secondary schools)

**NOTE: For each specific subject or course, identify (label) whether the school considers it to be “core and/or college preparatory” or “non-core and non-college preparatory”.**

- Innovative curricular components of the educational program
  - Intervention and enrichment programs
  - Curricular and instructional materials, e.g., textbooks and computer-based resources, to be used in each subject area/course/program/grade level/grade span, as appropriate
12. For span and secondary schools: Provide a comprehensive course list or table that shows all course offerings for all grades to be served. For high schools: Identify which courses will meet A-G and graduation requirements. See the partial sample template below:

Subject Area	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.
English Language Arts	English 9A (A-G & HS Grad Reqts)							
Mathematics								
History-Social Science								

13. Describe the instructional methods and strategies that the charter school will use to deliver the curriculum.
14. Explain how the school’s instructional methodologies and curriculum, including instructional materials, will support implementation and ensure student mastery of the California content and performance standards,

including but not limited to the Common Core State Standards (CCSS), the Next Generation Science Standards, and the current English Language Development standards. (Do not include the standards within the petition.)

15. Describe how the instructional program will provide and support student development of technology-related skills and student use of technology. Explain how the school will ensure that students will be prepared to take computer-based state standardized assessments.
16. For high schools: Describe the charter school's specific graduation requirements, including the number/type of units required. Explain how the school program and course schedule will enable all students to meet graduation requirements, A-G requirements, and the CDE's College/Career Indicator within four years. Additionally address:
  - How the school will ensure it provides sufficient credit recovery opportunities and support
  - How the school will ensure that transfer students can meet graduation and college entrance requirements
17. For high schools: Describe the school's plan and timeline for obtaining and/or maintaining Western Association of Schools and Colleges (WASC) accreditation. Explain how the school's plan will ensure WASC accreditation prior to graduating its first class of seniors and all subsequent graduating classes.
18. For high schools<sup>1</sup>: Describe how the charter school will inform parents, including parents with limited English, about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Describe how and when the school will inform parents in the event that the school's course offerings might preclude a student from meeting graduation and/or college entrance requirements if he or she transfers into or out of the school. (A 4 x 4 schedule will require additional clarifying language about transferability for stakeholders.)

### *Transitional Kindergarten*

19. For elementary schools: Include a description of the school's Transitional Kindergarten program.

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<sup>1</sup> The Education Code requires a charter school petition to include, "[i]f the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements."

(Ed. Code § 47605(b)(5)(A)(iii).)

*Academic Calendar and Schedules*

20. Provide an academic calendar for the first year of the new charter term that specifically identifies all instructional days, and indicates whether they are regular, early dismissal/shortened, or minimum schedule days. The calendar also must show holidays and breaks.
  
21. Provide a comprehensive set of sample daily schedules (regular, early dismissal, minimum day) for each grade level to be served. (If more than one grade level will share an identical schedule, e.g., 1st and 2nd grade, the samples may be consolidated.) Each schedule must show both the subjects to be taught including designated and integrated English Language Development, during the various periods of the day as well as subtotals and totals of daily instructional minutes. If the school’s instructional design or model uses block scheduling, include multiple days of schedules as necessary to show the complete block model.
  
22. Complete and include the MS Excel “Instructional Days and Minutes Calculator” table (provided below, and in a separate document on the CSD website).

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

23. If applicable, address the Early College and Middle College High Schools attendance requirements of Education Code section 46146.5, as amended by SB 379.

**NOTE:** Ensure that all petition provisions related to instructional days, calendars and schedules, including the instructional minutes calculator, are internally consistent and accurately represent the described program.

## **Professional Development**

24. Describe how the school will recruit teachers who are qualified to deliver the educational program, including any innovative components of the program.
25. Describe how the school will provide ongoing professional development to ensure that teachers have the capacity to deliver the educational program. Include a professional development plan, specifying a list of topics, for the first year of the new charter term.

## **Meeting the Needs of All Students**

### *English Learners*

26. Describe how the charter school's educational program will meet the needs of English learners (ELs). Specify whether the school will adopt and implement LAUSD's English Learner Master Plan or implement its own English Learner Master Plan. Describe:
  - Process for identifying English learners
  - Educational program(s) for English language acquisition, including how, where, and by whom the English Learner program components will be provided, and how the program(s) will ensure that students make adequate progress toward mastery of the English Language Development (ELD) standards
  - How the school will use the results of the CELDT/ELPAC to support and accelerate student progress towards English proficiency
  - How the school will provide ELs at all English language proficiency levels with meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of the English Language Arts/English Language Development Framework
  - Process for annual evaluation of the school's EL program(s)
  - Process and specific criteria for EL reclassification
  - Process for monitoring progress of ELs and reclassified (RFEP) students
  - Process for monitoring progress and effectiveness of supports for Long Term English Learners (LTELs) and for students At-Risk of becoming LTELs

NOTE: If the school plans to implement its own English Learner Master Plan, the petition application must include a copy of the school's comprehensive and current English Learner Master Plan. Please see the *Independent Charter School Renewal Petition Application Intake Checklist* posted on the CSD website.

*Gifted and Talented (GATE) Students and Students Achieving Above Grade Level*

27. Describe how the charter school will meet the needs of gifted and talented students and students achieving above grade level. Address:
- Whether and how the school will identify GATE students
  - How the school will determine and meet the educational needs of gifted and talented students and students achieving above grade level, including how, where, and by whom the relevant instructional program components, services and/or supports will be provided
  - How and by whom the school will monitor the progress of gifted and talented students and students achieving above grade level

*Students Achieving Below Grade Level*

28. Describe how the charter school will meet the needs of students achieving below grade level. Address:
- How the school will identify students in this group
  - How the school will identify and meet the educational needs of students achieving below grade level, including how, where, and by whom the relevant instructional program components, services and/or supports will be provided
  - How and by whom the school will monitor the progress of students achieving below grade level

*Socio-Economically Disadvantaged/Low Income Students*

29. Describe how the charter school will meet the needs of socio-economically disadvantaged/low income students separate and apart from the needs of low achieving students. (Do not address low achievement in this section.) Address:
- How the school will identify students in this group
  - How the school will identify and meet the unique needs of students in this group, including how, where, and by whom the relevant services, supports, and/or enrichment opportunities, will be provided
  - How and by whom the school will monitor the progress of students in this group

*Students with Disabilities*

NOTE: The District Required Language contains all provisions necessary to address matters related to students with disabilities and special education.

### *Students in Other Subgroups*

30. For Foster Youth, Standard English Learners, and any other subgroup relevant to the targeted student population, describe how the charter school will meet the needs of students in the subgroup. (Foster Youth must be addressed) Address:
- How the school will identify students in the subgroup
  - How the school will identify and meet the needs of students in the subgroup, including how, where, and by whom the relevant services, supports and/or opportunities will be provided
  - How and by whom the school will monitor the progress of students in this subgroup

### **“A Typical Day”**

31. Provide a brief narrative describing “a typical day” at the charter school. Describe what a visitor to the school should expect to see and hear when the school’s vision is being fully implemented. Ensure that the typical day reflects the instructional design/model, innovative component(s), and key instructional strategies of the educational program.

## **Element 2: Measurable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured**

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)*

NOTE: Elements 2 and 3 have been combined into one section in order to support petition clarity, coherence, and consistency. Address in this unified section both summative assessment (including state standardized assessments) and formative assessment. See below.

NOTE: The District Required Language (DRL) includes a specific assurance that the charter school must “[m]eet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).” In addition, the DRL for this Element includes the following provision: “Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.” All provisions of this Element, as well as all other Elements, must be consistent with the DRL provisions.

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

### **Measurable Goals of the Educational Program**

1. Describe the measurable goals and objectives of the school’s educational program. Include:
  - The school’s annual goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d).

NOTE: These goals are the same as those described in Element 1 in accordance with Education Code § 47605(b)(5)(A)(ii). **A completed “LCFF State Priorities” table provided in Element 1 of a petition will meet this requirement and can be incorporated herein by reference.**

- The school’s unique educational goals or objectives, including description of the knowledge, skills, and aptitudes to be measured. **If included in the LCFF table in Element 1, such goals do not need to be repeated here but rather can be incorporated by reference to the table.**

NOTE: Do not insert the text of the state content standards within the

petition; they may be incorporated by citation/reference.

## **Measurable Pupil Outcomes: Summative Assessment Performance Targets**

### *Performance Targets Aligned to State Priorities*

2. In chart or table format, identify and describe specific performance targets (pupil outcomes), for all pupils (i.e., schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d). **Please be sure to incorporate all of the specific metrics set forth in Education Code section 52060(d) that are applicable to the grade levels served by the school. A completed LCFF table provided in Element 1 will meet this requirement and can be incorporated herein by reference.**

NOTE: Some of the eight (8) state priorities include multiple components. Each component that applies to the grade levels to be served must be addressed.

NOTE: Pursuant to SB 1290 enacted in 2012, Education Code § 47607(b) now requires charter school authorizers to consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.

3. For schools that primarily serve grades that do not participate in CAASPP (e.g., a K-2 school), include the school's annual measurable goals using a standardized assessment for each grade not participating in CAASPP and the school's plan for assessing student academic growth and achievement of the standards and measurable goals for the grade level. **If included in the LCFF table in Element 1, such goals do not need to be repeated here but can be incorporated herein by reference to the table.**

### *Other Performance Targets*

4. In chart or table format, for all other measurable goals, including goals for any innovative components in the program, identify each goal, the annual assessment tool(s) or other means to be used to measure levels of performance regarding the goal, and specific annual performance target(s) or outcomes. **If included in the LCFF table in Element 1, such goals do not need to be repeated here but rather can be incorporated herein by reference to the table.**

## **Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment**

5. Describe how the school will monitor and measure student progress toward mastery of state standards and the other goals identified above. Address:
  - Specific assessment tools (e.g., periodic assessments and screening and diagnostic tools), including how they are appropriate and sufficient to measure progress towards the specific goals targeted
  - Frequency of assessment
  - Performance expectations

## **Data Analysis and Reporting**

6. Outline the school's plan for collecting, analyzing, using, and reporting academic performance and other data. Address:
  - The type(s) of data the school will use
  - The role and use of data to inform curriculum, instruction, tiered intervention, and enrichment
  - The role and use of data to monitor and improve the charter school's educational program and operations by the staff, school site leadership, executive leadership, and governing board
  - The role and use of data to inform stakeholders of school performance

## **Grading, Progress Reporting, and Promotion/Retention**

7. Describe the school's grading and progress reporting systems. Address:
  - Grading policy
  - Type and frequency of progress reporting
  - Promotion/retention policy and procedures including appeals procedures

## **Element 4: Governance**

*“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)*

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

### **Governance Structure**

1. Describe the school's governance structure. Include:
  - Organizational chart that shows:

- ❖ Supervisory, advisory, and other relationships among and between the school, its nonprofit corporation and governing board, committees, key personnel, and parent/stakeholder councils (including any that may be mandated by federal or state requirements); and
- ❖ Relationship of the school and/or its nonprofit corporation to all related parties, including but not limited to statutory member(s) under Corporations Code section 5056 and subsidiaries
- Description of the major roles and responsibilities, within the governance structure, of the school's governing board and executive-level employees (e.g., CEO, CAO, CFO, Executive Director, and/or Director/Principal)

### **Governing Board Composition and Member Selection**

2. Describe the composition of the school's governing board. Explain how this composition will contribute to effective school governance.
3. Outline the criteria and process for selecting governing board members. Address:
  - Length/rotation of service terms
  - Process and potential considerations for determining a need to select/add board member
  - Board member qualifications
  - Selection criteria and process

### **Governance Procedures and Operations**

4. Describe the meeting requirements and procedures of the governing board and its committees, if any. Include:
  - Location and frequency of governing board and committee meetings
  - Process and timeline for setting annual calendar of governing board and committee meetings
  - Location(s) for posting governing board and committee meeting agendas
  - Specific procedures that will ensure compliance with key Brown Act requirements
5. Describe the governing board's decision-making procedures. Address:
  - Quorum requirements
  - Board action (voting) requirements
  - Abstention and teleconference participation

### **Stakeholder Involvement**

6. Describe the school's stakeholder involvement plan and process. Address:
- The role of parents and staff in the governance of the school
  - The process by which the school will consult with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update
  - The process by which the school will consult with parents and teachers regarding the school's educational program
  - How the school will use its website to support stakeholder involvement
  - The composition, selection, and operating procedures for parent organization or committee, if any

### **Element 5: Employee Qualifications**

*"The qualifications to be met by individuals to be employed by the charter school." (Ed. Code § 47605(b)(5)(E).)*

A "reasonably comprehensive" petition will include, in addition to the District Required Language, the following:

#### **Employee Positions and Qualifications**

1. Identify/list all school employee classes/positions, including administrators, certificated staff, instructional support staff, and classified staff.
2. For each key position/class, provide a job description and describe the minimum and desirable qualifications.

### **Element 6: Health and Safety Procedures**

*"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237." ( Ed. Code § 47605(b)(5)(F).)*

A "reasonably comprehensive" petition will include, in addition to the District Required Language, the following:

1. Identify which position(s) will serve as the school's Custodian(s) of Records per California Department of Justice requirements.
2. Describe how the school will support and promote the health and wellness of its students. (See, e.g., the Healthy, Hunger-Free Kids Act of 2010.)

### **Element 7: Means to Achieve Racial and Ethnic Balance**

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)*

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

### **Court-Ordered Integration**

1. Provide the school’s plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. Describe:
  - Specific annual outreach and recruitment activities, including dates and locations
  - Specific materials and methods (e.g., flyers, website, online postings, etc.) to be used to advertise and otherwise conduct outreach and recruitment
  - Language(s) that will be used for all outreach and recruitment activities, methods, and materials
2. Explain how this plan will achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio.

### **Element 8: Admission Requirements**

*“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)*

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

### **Admission Requirements**

1. Describe any specific requirements for admission and/or enrollment in the proposed school.

### **Student Recruitment**

2. Describe how the school will recruit and reach out to students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities.

### **Lottery Preferences and Procedures**

3. Identify **and list in clear priority order** any preferences in admission to be provided, including an explanation of the school’s rationale for providing such preferences.

4. Describe the manner in which the charter school will conduct a public random drawing in the event that the number of students who wish to attend the school exceeds the school's capacity. Describe:
  - Open enrollment period(s) or timeline, and related enrollment procedures
  - Method(s) that the school will use to communicate to all interested parties the timeline, rules, and procedures to be followed during the open enrollment and lottery processes
  - Method that the school will use to ensure lottery procedures are fairly executed and that interested parties may attend and observe
  - Date, time, and location for the lottery each year, if needed
  - Procedures that the school will follow to determine waiting list priorities based upon lottery results and to enroll students from the waiting list
  - Means by which the school will notify parents/guardians of students who have been offered a seat as a result of the lottery or from the waiting list following a lottery, and the procedures and timelines under which parents/guardians must respond in order to secure admission
  - Method for documenting the fair execution of lottery and waitlist procedures

### **Element 9: Annual Financial Audits**

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)*

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

#### **Annual Audit Procedures**

1. Specify what person or position at the charter school is responsible for contracting with an accountant to conduct the required annual financial audit.
2. Specify what person or position at the charter school is responsible for working with the auditor to complete the audit.
3. Describe how the school will ensure that the selected auditor is on the State Controller's list of approved auditors to conduct charter school audits.

4. Describe the process that the charter school will employ to address and resolve any deficiencies, findings, material weaknesses, or audit exceptions.
5. Specify what person or position at the charter school is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

### **Element 10: Suspension and Expulsion Procedures**

*“The procedures by which pupils can be suspended or expelled.”* (Ed. Code § 47605(b)(5)(J).)

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

#### **School Climate and Student Discipline System**

1. Describe the school’s student discipline philosophy consistent with the principles of the District’s *Discipline Foundation Policy* and *School Discipline Policy and School Climate Bill of Rights* resolution. Identify the school’s approach to developing and maintaining a positive school climate and strategies for preventing and mitigating the need for disciplinary measures. Address:
  - Schoolwide positive behavior support
  - Tiered behavior intervention
  - Alternatives to suspension
  - Professional development

#### **In-School Suspension**

2. Address whether and how the school will authorize and implement in-school suspension. Specify the maximum number of days of in-school suspension per incident and in one academic year.

NOTE: The grounds for in-school suspension must not exceed the grounds for suspension set forth below.

#### **Grounds for Suspension and Expulsion**

3. Identify the scope of the school’s disciplinary jurisdiction (e.g., location, day/time, activity).

#### *Suspension*

4. Identify and describe:
  - All offenses for which students must be suspended (i.e., non-discretionary suspension)

- All offenses for which a student may be suspended (i.e., discretionary suspension)

NOTE: If these lists of offenses are not aligned with the lists of offenses set forth in the Education Code for other public schools, explain the rationale for the difference(s) and how the lists provide adequate safety for students, staff, and visitors to the school and serve the best interests of students.

### *Expulsion*

5. Identify and describe:
  - All offenses for which students must be recommended for expulsion (i.e., mandatory recommendation for expulsion)
  - All offenses for which a student may be recommended for expulsion (i.e., discretionary recommendation for expulsion); describe any additional findings that are required in order to make a discretionary recommendation for expulsion

NOTE: If these lists of offenses are not aligned with the lists of offenses set forth in the Education Code for other public schools, explain the rationale for the difference(s) and how the lists provide adequate safety for students, staff, and visitors to the school and serve the best interests of students.

### **Out-of-School Suspension Procedures**

6. Describe the school's specific rules and procedures for student suspension from school, including:
  - What position(s) is/are authorized to suspend students
  - How the school will provide the student with adequate notice of the reason for potential disciplinary action and a meaningful opportunity to be heard prior to suspension
  - How the school will provide the parents with adequate notice of the reason for the disciplinary action
  - How and to whom a parent/student may appeal a suspension decision
7. Identify the maximum number of days a student may be suspended for any single offense and the maximum total number of days a student may be suspended within one academic year. Address students in general education as well as students with Individualized Education Programs (IEPs).
8. Describe how and where the school will provide the student with meaningful access to education during the term of the suspension.

9. Describe the specific rules and procedures for suspension pending the outcome of an expulsion process. Specify the maximum number of days a suspension can be extended. Describe the school's interim placement procedures, including how and where students will have meaningful access to education during the term of the suspension pending the outcome of an expulsion process.

### **Expulsion Procedures**

10. Describe the school's specific rules and procedures for student expulsion. Address:
  - How the school will provide to the student and parent adequate notice of the reason for disciplinary action and a meaningful opportunity to be heard prior to making an expulsion recommendation
  - Who has the authority, and what process must be followed, to make an expulsion recommendation
  - How the school will provide to the student and parent adequate notice of the issuance of an expulsion recommendation and notice of the hearing, including information regarding reasonable accommodations and language support, special rules and procedures for incidents involving sexual assault and/or battery, presentation and cross-examination of witnesses and other evidence, representation by counsel or other advocate, and other due process protections and rights
  - Who/what entity has the authority to make an expulsion decision and how the school will ensure impartial decision-making
  - How and when the decision-making authority will hear and decide the outcome of an expulsion recommendation, including the provision of a meaningful opportunity to be heard, reasonable timeline, reasonable accommodations and language support, special rules and procedures for incidents involving sexual assault and/or battery, representation by counsel or other advocate, and other due process protections and rights
  - How the school will create and maintain records of the proceedings, and make records available to students/parents
  - How and to whom a student/parent may appeal an expulsion decision, including provision of an impartial appeals panel whose members were not involved in the expulsion recommendation or decision, adequate notice and meaningful opportunity to be heard, reasonable timeline, reasonable accommodations and language support, and other due process protections and rights
  - How the school will provide post-expulsion support to expelled students and their families to facilitate continued access to education
11. Describe the school's policies and procedures regarding rehabilitation plans, including the term of expulsion, criteria to be set forth in the plan,

and the process for reinstatement and/or readmission following completion of the term of expulsion.

### **Element 11: Employee Retirement Systems**

*“The manner by which staff members of the charter schools [sic] will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)*

A “reasonably comprehensive” petition will include the following:

#### **Certificated Staff Members**

1. Specify the retirement system(s) in which the school will participate for each certificated position/class, and identify the position(s) that will be responsible for ensuring that appropriate arrangements for that coverage have been made and will be sustained. If the school elects to participate in the California State Teachers’ Retirement System (CalSTRS) and/or the California Public Employees’ Retirement System (CalPERS), include a statement acknowledging that the school must continue such participation for the duration of the charter school’s existence under the same CDS code.

#### **Classified Staff Members**

2. Specify the retirement system(s) in which the school will participate for each classified position/class, and identify the position(s) that will be responsible for ensuring that appropriate arrangements for that coverage have been made and will be sustained. If the school elects to participate in CalPERS, include a statement acknowledging that the school must continue such participation for the duration of the charter school’s existence under the same CDS code.

#### **Other Staff Members**

3. Specify the retirement system(s) in which the school will participate for any other staff position(s) not included in the other two categories above, and identify the position(s) that will be responsible for ensuring that appropriate arrangements for that coverage have been made and will be sustained. If the school elects to participate in CalPERS, include a statement acknowledging that the school must continue such participation for the duration of the charter school’s existence under the same CDS code.

### **Element 12: Public School Attendance Alternatives**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)*

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

1. Address how parents and students will be informed of their public school attendance alternatives.

### **Element 13: Rights of District Employees**

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)*

A “reasonably comprehensive” petition will include the District Required Language.

### **Element 14: Mandatory Dispute Resolution**

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)*

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

1. Provide the specific address for written notifications to the school pursuant to the procedures set forth in the District Required Language for this Element. Please use the following format:

[Name of Charter School]  
c/o [Title (e.g., Director)]  
[Full Address]

**NOTE:** AB 731 recently eliminated the requirement previously called Element 15, which required a declaration regarding the charter school as the exclusive public employer of its employees for purposes of the EERA, as a separate petition element. The declaration is still required to be included in the petition, however, and its absence has been added as a ground for denial. (See Ed. Code § 47605(b)(5)-(6).) The requisite declaration has been included in the District Required Language to be included at the beginning of the petition.

### **Element 15: Charter School Closure Procedures (formerly Element 16)**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)*

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

1. Identify the specific position(s) that will serve as the school’s closure agent(s) in the event that the school closes.

## **TAB 2: GOVERNING BOARD RESOLUTION**

- ❖ The resolution of the charter school’s current governing board authorizing submission of the charter school renewal petition application and identifying the lead petitioner(s), school administrator, Executive Director/Chief Executive Officer (if applicable), and onsite financial manager (who cannot be the same person as the school administrator) must be recent, i.e., the resolution must have been adopted within the last 12 months prior to submission. The submitted document may be a copy of the original document.

*Make sure that the names identified on the resolution match the other documentation required to be submitted as part of the renewal petition application. **Ensure that the document includes the duly executed signature of the board secretary.***