

## ADDENDUM: SANTA BARBARA COUNTY EDUCATION OFFICE Charter Petitioner Checklist

	Page number from original charter petition as submitted to district that denied petition
<p><b>I. FOUNDING GROUP</b></p> <p>A. Description of founding group.</p>	
<p>B. Evidence that the applicant(s) possess(es) the necessary background in the following areas critical to the charter school's success and/or that the founders have a plan to secure the services of individuals who have the necessary background in these areas:</p> <ul style="list-style-type: none"> <li>▪ Curriculum, instruction, and assessment</li> <li>▪ Finance, facilities, and business management</li> <li>▪ Organization, governance, and administration</li> </ul>	
<p><b>II. EDUCATIONAL PHILOSOPHY AND PROGRAM</b></p> <p>A. <b>MISSION and GOALS</b> – Provides a clear and concise mission and vision statement that defines the purposes and nature of the charter school. Provides goals of the proposed charter school.</p>	
<p>B. <b>EDUCATIONAL PHILOSOPHY</b> –</p> <p>1. Identifies those whom the school is attempting to educate and a demonstrated need for the proposed educational program. Includes age, grade levels, and number of students.</p>	
<p>2. Describes what it means to be an “educated person” in the 21<sup>st</sup> century.</p>	
<p>3. Provides the applicant’s view of 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.</p>	

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<p>C. <b>HIGH SCHOOL PROGRAMS</b> – If the proposed school will serve high school students (any of grades nine through twelve), the petition describes how the school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements, including:</p>	
<p>1. Graduation requirements defined.</p>	
<p>2. How each student will receive information on how to complete and submit a FAFSA or California Dream Act Application at least once before the student enters grade 12.</p>	
<p>3. Courses offered that are accredited by the WASC that may be considered transferable and courses approved by the University of California or the California State University as creditable under the “a-g” admissions criteria may be considered to meet college entrance requirements.</p>	
<p>D. <b>STUDENTS TO BE SERVED</b> – Identifies the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of students, and specific educational interests, backgrounds, or challenges. <i>[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(A)]</i> As necessary, confirms that grade levels to be served by the charter school will coincide with the charter authorizer’s grade levels. <i>[Ref. Education Code §47605(a)(6)]</i></p>	
<p>E. <b>CURRICULUM AND INSTRUCTIONAL DESIGN</b> –</p> <p>1. Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population. The discussion of instructional design includes curriculum, teaching methods, materials, technology, and how the charter will accomplish the goal that students become “self-motivated, competent and lifelong learners.” <i>[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(C-E)]</i></p>	
<p>2. Describes the basic learning environment (e.g., site-based matriculation, independent study, technology-based education).</p>	
<p>3. Discusses how the chosen instructional approach will enable the school’s students to achieve the objectives specified in the charter and master the academic content standards in core curriculum areas as adopted by the State Board of Education.</p>	
<p>4. At a minimum, applicants provide a full curriculum for one course or grade level as an attachment.</p>	

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NOTE: A full curriculum will be submitted to the charter authorizer prior to the opening of school.	
5. Includes a description of the valid evidence provided that supports the program’s objectives and how learning best occurs or, if such evidence is not available, an explanation for the theoretical basis supporting the program’s approach to learning.	
6. Includes school year/day, academic calendar, number of school days and instructional minutes. Includes attendance expectations and requirements.	
F. <b>PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING</b> – Indicates how the charter school will identify and respond to the needs of students who are not achieving at or above expected levels. <i>[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(F)]</i>	
G. <b>PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING</b> – Indicates how the charter school will identify and respond to the needs of students who are academically high achieving. <i>[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]</i>	
H. <b>PLAN FOR ENGLISH LEARNERS</b> – Indicates how the charter school will identify and respond to the needs of English learners. <i>[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]</i>	
I. <b>PLAN FOR SPECIAL EDUCATION</b> – Indicates how the charter school will identify and respond to the needs of students with disabilities. Fully describes the charter school’s special education plan, including, but not limited to, the following: <i>[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G-H)]</i>	
1. The means by which the charter school will comply with the provisions of Education Code §47641.	
2. The process to be used to identify students who qualify for special education programs and services.	
3. How the school will provide or access special education programs and services.	
4. The school’s understanding of its legal responsibilities for special education students.	
5. How the school intends to meet those obligations.	

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<p><b>III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA</b></p> <p>A. <b>MEASURABLE STUDENT OUTCOMES</b> – Describes the clearly measurable pupil outcomes that will be used by the charter school. “Pupil outcomes,” for the purposes of this part, means the extent to which all pupils enrolled in 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. The pupil outcomes shall align with the 8 State Priorities (10 for COEs) as described in Section 52060(d).</p>	
<p>B. <b>METHOD(S) OF ASSESSMENT</b> –</p> <ol style="list-style-type: none"> <li>1. Describes the proposed method(s) by which student progress in meeting the desired student outcomes will 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. Describes how assessments align to mission, exit outcomes, and curriculum. Describes minimal required performance level necessary to attain each standard.</li> </ol>	
<ol style="list-style-type: none"> <li>2. The school’s plan describes a variety of assessment tools that are appropriate to the grade level, subject matter, skills, knowledge, and/or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress.</li> </ol>	
<ol style="list-style-type: none"> <li>3. Assessment tools include all required state and federal assessments including, but not limited to, the CAASPP, the English Language Proficiency Assessments for California (ELPAC), and the physical performance test. <i>[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(2)(A), §11967.5.1(f)(3)(A-B) and California Education Code §47605(d)(1)]</i></li> </ol>	
<p>C. <b>USE AND REPORTING OF DATA</b> – Outlines the plan for collecting, analyzing, and reporting data on student achievement to school staff, parents, guardians and charter authorizer. Also describes the plan for utilizing the data continuously to monitor and improve the charter school’s educational program. <i>[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(3)(C) and California Education Code §47605(d)(2)]</i></p>	

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<p><b>IV. GOVERNANCE STRUCTURE</b></p> <p>1. Describes the planned governance structure of the school, including the process to be followed by the school to ensure the involvement of parents and guardians in supporting the school’s effort on behalf of the school’s students. <i>[Ref. California Education Code §47605(c)(5)(D)] and Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)]</i></p>	
<p>2. Specifically illustrates how the school will be organized and how that structure is designed to support student success. Includes descriptions of decision-making processes, financial permissions and restraints, and parental involvement.</p>	
<p>3. Describes number and respective roles of the governing body and administration, scope of responsibility, and how their relationship will be managed. Includes selection process, qualifications, decision-making process, length of member’s terms, methods of resolving conflicts of interest, and how they will be removed, if necessary. Includes board bylaws. Describes board committees and advisory councils.</p>	
<p>4. Provides details of how the charter school’s board will be developed, in terms of supplementing necessary skills and providing training in effective board practices. Includes a protocol for governing board meetings. Includes protocol for complying with the Brown Act, Public Records Act, and Conflict of Interest Policy.</p>	
<p>5. Describes how the design of the governance structure reflects a seriousness of purpose necessary to ensure that: (1) the charter school will become and remain a viable enterprise; (2) there will be active and effective representation of interested parties, including, but not limited to parents and/or guardians; and (3) the educational program will be successful.</p>	
<p>6. Outlines other important legal or operational relationships between school and granting agency in accordance with the general contents of an MOU or Operating Agreement.</p>	
<p>7. If incorporated, provides evidence of the organization’s incorporation as an attachment, as necessary. <i>[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)]</i></p>	

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<p>8. Provides a clear description of school’s legal status and determination of whether a board member from the charter-granting agency is on the board of the charter.</p>	
<p><b>V. HUMAN RESOURCES</b></p>	
<p><b>A. <u>QUALIFICATIONS OF SCHOOL EMPLOYEES</u> –</b></p>	
<p>1. Describes the qualifications to be met by individuals to be employed by the school. <i>[Ref. California Education Code §47605(c)(5)(E)]</i> This description includes standards that will be used in hiring teachers, administrators, and other school staff, including, but not limited to the general qualifications for the various categories of employees the school anticipates hiring and the desired professional backgrounds, depth of experience, and other qualities to be sought in their selection. <i>[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(5)]</i></p>	
<p>2. Shows how those qualities will help the school implement its vision, and how they will satisfy the requirements for “highly qualified teachers” under the Every Student Succeeds Act and teacher certification under the Williams Case Settlement.</p>	
<p>3. The qualifications of leadership and staff are sufficient to ensure the health and safety of the school’s faculty, staff, and students.</p>	
<p>4. Identifies positions that will be regarded as “key” in each category and specifies the additional qualifications expected of individuals assigned to those positions.</p>	
<p>5. Includes an assurance that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary.</p>	
<p><b>B. <u>COMPENSATION AND BENEFITS</u> –</b></p>	
<p>1. Provides a brief explanation of how the school will structure employee compensation to attract candidates with the necessary skills and experience. <i>[Ref. California Education Code §47605(c)(5)(K) and Criteria for Review; CCR-5, §11967.5.1(f)(11)]</i></p>	

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<p>2. Describes the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, and/or federal social security; or how the school will create a system of its own to accommodate employees' retirement funding. Provides an account of the costs related to these benefits.</p>	
<p>3. Includes the specific positions to be covered under each system and the staff designated to ensure that appropriate arrangements for that coverage are made.</p>	
<p><b>C. <u>EMPLOYEE REPRESENTATION</u> –</b> 1. Makes a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employee Relations Act (EERA).</p>	
<p>2. Provides information regarding the employee's status in regard to the EERA, and a description of the charter school's understanding of its responsibilities in the event employees are represented under the EERA.</p>	
<p><b>D. <u>RIGHTS OF SCHOOL DISTRICT EMPLOYEES</u> –</b> Provides, as applicable, a description of the rights of any 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. Includes a description of how these rights will communicated to prospective employees. <i>[Ref. California Education Code §47605(c)(5)(M) and Criteria for Review; CCR-5, §11967.5.1(f)(13)]</i></p>	
<p><b>E. <u>HEALTH AND SAFETY</u> –</b> 1. Describes the procedures that the school will follow to ensure the health and safety of students and staff, including how the school will provide for proper immunization, as well as vision, hearing, and scoliosis screening for students. <i>[Ref. California Education Code §47605(c)(5)(F) and Criteria for Review; CCR-5, §11967.5.1(f)(6)]</i></p>	
<p>2. Describes the steps the school will take to ensure that criminal background checks and proof of an examination for tuberculosis are collected from all school personnel.</p>	

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<p>3. Describes efforts to comply with state and federal laws regarding food safety and environmental protection.</p>	
<p>4. Description of the charter’s safety plan and disaster preparedness plan, including seismic safety (structural integrity and earthquake preparedness), administration of medicines, zero tolerance for use of drugs and tobacco, and staff training on emergency and first aid response.</p>	
<p>F. <b>DISPUTE RESOLUTION</b> – The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.</p> <p>1. Outlines step by step process for identifying/framing dispute points, including whether internal charter disputes may be brought to granting agency, identifies specific parties to be involved at each step, basic rules at each step, which results are binding.</p>	
<p>2. Process indicates whether it is binding on school or granting agency/fair process.</p>	
<p>3. Provides a description of the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. <i>[Ref. California Code §47605(c)(5)(N) and Criteria for Review; CCR-5, §11967.5.1(f)(14)]</i></p>	
<p>4. Describes how the costs of such a dispute resolution process, if needed, will be funded.</p>	
<b>VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES</b>	
<p>A. <b>STUDENT ADMISSION POLICIES AND PROCEDURES</b> –</p>	
<p>1. Describes the policies and procedures the school will develop and implement for the admission and enrollment of students, including any admission preferences and any proposed timetable or calendar and the school’s implementation of the random lottery process as required by law. <i>[Ref. California Education Code §47605(c)(5)(H), §47605(d) and Criteria for Review; CCR-5, §11967.5.1(f)(8)]</i></p>	
<p>2. Includes assurance that the charter school will be nonsectarian in its programs, admission policies,</p>	



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<p>employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability.</p>	
<p>B. <b><u>NON-DISCRIMINATION</u></b> – Describes how the charter school will ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. <i>[Ref. California Education Code §47605(c)(5)(G) and Criteria for Review; CCR-5, §11967.5.1(f)(7)]</i></p>	
<p>C. <b><u>PUBLIC SCHOOL ATTENDANCE ALTERNATIVES</u></b> – As applicable, describes the public school attendance alternatives for students in the district who choose not to attend the charter school. At a minimum, specifies that the parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. <i>[Ref. California Education Code §47605(c)(5)(L) and Criteria for Review; CCR-5, §11967.5.1(f)(12)]</i></p>	
<p>D. <b><u>SUSPENSION/EXPULSION PROCEDURES</u></b> –</p> <ol style="list-style-type: none"> <li>1. Describes the procedures by which students can be suspended or expelled. <i>[Ref. California Education Code §47605(c)(5)(J)]</i></li> </ol>	
<ol style="list-style-type: none"> <li>2. Includes a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.</li> </ol>	
<ol style="list-style-type: none"> <li>3. Identifies the procedure by which students can be suspended or expelled and the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights.</li> </ol>	
<ol style="list-style-type: none"> <li>4. Explains how the charter school will take into account the rights of students with disabilities in regard to suspension and expulsion. Outline how policies and procedures regarding suspension and expulsion will be periodically reviewed and, when necessary, modified. <i>[Ref. Criteria for Review; CCR-5, §11967.5.1(f)(10)]</i></li> </ol>	

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5. Contains references to a comprehensive set of student disciplinary policies.	
<b>VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY</b>	
A. <b>BUDGETS</b> – Provides a proposed first-year operational budget, including startup costs, that includes: <ol style="list-style-type: none"> <li>1. Reasonable estimates of all anticipated revenues and expenditures necessary to operate the school – including special education.</li> </ol>	
<ol style="list-style-type: none"> <li>2. Budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels.</li> </ol>	
<ol style="list-style-type: none"> <li>3. Cash flow and financial projections for the first three years of operation; and plans for establishment of a reserve. It is recommended that charter schools maintain a reserve equivalent to that required by law for a school district of comparable size. <i>[Ref. California Education Code §47605(h) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)]</i></li> </ol>	
B. <b>FINANCIAL REPORTING</b> – <ol style="list-style-type: none"> <li>1. Describes the systems and processes by which the school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the charter authorizer by September 15 of each year (also known as Unaudited Actuals).</li> </ol>	
C. <b>INSURANCE</b> – Agrees that the school will acquire and finance general liability, property, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. <i>[Ref. Criteria for Review; CCR-5, §11967.5.1(c)(3)(C)]</i>	

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<p><b>D. <u>ADMINISTRATIVE SERVICES</u> –</b></p> <p>1. Describes the structure for providing business/administrative services (including, at a minimum, personnel transactions, accounting, and payroll) that reflects an understanding of school business practices and expertise needed to carry out administrative services or a reasonable plan and timeline to develop and assemble such practices and expertise.</p>	
<p>2. For any contract services planned to serve the school, describes the criteria and procedures for the selection of contractors. <i>[Ref. Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]</i></p>	
<p><b>E. <u>FACILITIES</u> –</b></p> <p>1. Describes the location of each charter school facility that the petition proposes to operate, and the size and scope of educational program proposed in the charter.</p>	
<p>2. If (a) specific facility/ies has/have not been identified, provides evidence of the type and projected cost of the facility/ies that may be available in the location of the proposed charter school(s).</p>	
<p>3. Facilities plans reflect reasonable costs for the acquisition or leasing of facilities to house the charter school. <i>[Ref. California Education Code §47605(h) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(D)]</i></p>	
<p>4. Assurance that the charter school’s facilities meet state and local building codes as required by law.</p>	
<p>5. Assurance that the charter facilities meet federal requirements, including the Americans with Disabilities Act.</p>	
<p><b>F. <u>TRANSPORTATION</u> –</b> Provides a description of the arrangements, if any, to be made for transportation of students, including expected level of need, proposed contracts, and adequate types and levels of insurance.</p>	
<p><b>G. <u>AUDITS</u> –</b></p> <p>1. Describes the manner in which annual, independent financial audits, as required by law, will be completed by December 15 following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the charter authorizer. <i>[Ref. California Education Code §47605(c)(5)(l) and 47605(m) and Criteria for Review; CCR-5, §11967.5.1(f)(9)]</i></p>	

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2. Describes who will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance.	
3. Outlines, as applicable, the process for providing audit reports to the charter authorizer (SBCEO), State Controller's Office, and California Department of Education.	
4. Though not required by law, the audit includes a review of average daily attendance reported by the charter school. <i>[Ref. Criteria for Review §11967.5.1(f)(9)]</i>	
5. Petition/MOU describes what will occur during audits, including:	
a. Review of each component of Initial Charter Petition for compliance.	
b. Analysis of whether goals are being met.	
c. Summary of major decisions and policies established by the board in each year.	
d. Data on level of parent involvement in governance of school.	
e. Summary data regarding annual student/parent satisfaction.	
f. Data regarding numbers of staff, their qualifications and verifications of credentials.	
g. Copy of health/safety procedures and summary of any major changes.	
h. Determination of the suitability of the facility in terms of health and safety.	
i. Determination of the suitability of the facility in terms of educational utility.	
j. Making copies of all required documentation (e.g. leases, insurance, etc.).	
k. Overview of admission practices: <ul style="list-style-type: none"> <li>• Number of actual students enrolled.</li> <li>• Waiting lists.</li> <li>• Expulsions and suspensions.</li> </ul>	

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I. Analysis of any internal/external dispute resolutions.	
6. Site visit by granting agency including observation of the instructional program.	
H. <b>CLOSURE PROTOCOL</b> –	
1. Provides a detailed description of the procedures to be used in the case of a decision by the charter authorizer or State Board of Education to revoke the school’s charter, a decision by the charter authorizer not to renew the charter, or a decision by the school voluntarily to close. <i>[Ref. California Education Code 47605(c)(5)(O)]</i>	
2. Includes plans for a final audit of the school and disposition of net assets.	
3. Includes plans for communication of the closure to parents and staff, and maintenance and transfer of student records.	
I. <b>GRADE LEVEL LIMITATIONS</b> –	
The Petition demonstrates that it will serve grade levels served by this district. Describe grade levels to be served.	
J. <b>SCHOOL MANAGEMENT CONTRACTS</b> – If the proposed charter school intends to enter into a contract with an education management organization (EMO), inclusion of the following is included:	
1. A description of the proposed contract including roles and responsibilities, performance evaluation measures, payment structure, conditions for renewal and termination, and investment disclosure.	
2. A draft of the proposed management contract.	
3. A recent corporate annual report and audited financial statements for the EMO.	
4. A description of the firm’s roles and responsibilities for the financial management of the proposed charter school and the internal controls that will be in place to guide this relationship.	

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5. A list of other schools managed by the school management company, including contact information.	
6. A summary of the company’s history and philosophy, past results of its school management efforts, and background on its corporate leaders.	
<p><b>VIII. IMPACT ON THE CHARTER AUTHORIZER</b></p> <p>A. Provides information regarding the potential effects of the charter school on the charter authorizer and/or the school district in which it will be located, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects. <i>[Ref. California Education Code §47605(h)]</i></p>	