



CHARTER SCHOOLS DIVISION

Los Angeles Unified School District

**NEW INDEPENDENT
CHARTER SCHOOL
PETITION APPLICATION
GUIDE
for
2024 - 2025**

Updated July 18, 2024

Dear Charter School Applicant Team:

Thank you for your interest in applying for authorization to open a charter school in the Los Angeles Unified School District. As stated in our Board of Education's *LAUSD Policy and Procedures for Charter Schools*¹, "when the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools." ([LAUSD Policy and Procedures for Charter Schools](#))

The mission of the District's Charter Schools Division is:

The LAUSD Charter Schools Division fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

In order to achieve our mission, we are guided by the following core values:

- ❖ *Making decisions that put the interests of students first.*
- ❖ *Serving with high expectations, integrity, professionalism, and commitment.*
- ❖ *Employing authentic, responsive, and effective leadership and teamwork.*
- ❖ *Continuously learning as a dynamic organization.*
- ❖ *Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.*
- ❖ *Developing productive relationships with our charter schools and all stakeholders.*

An approved charter is the foundational document that directs and guides a charter school's operations and embodies the charter school's commitment to the public to provide a quality educational opportunity from its inception. Recent research confirms that this foundation must be well-laid in order to ensure immediate success for our students. Thus, within the context of the California Charter Schools Act, only petitions that are clear, coherent, comprehensive, and compelling, and proposed by a strong team, will merit a recommendation for approval to the LAUSD Board of Education.

This new petition application guide is designed to provide you with clear information and guidelines as you develop and prepare your petition and supporting documentation ("new petition application"). It provides specific information regarding LAUSD charter school petition application requirements. Please make sure to review the *LAUSD Policy and Procedures for Charter Schools* and explore all of the other resources available on our website as your team prepares its charter school application.

¹ To the extent the *LAUSD Policy and Procedures for Charter Schools* is amended within the time period this *New Independent Charter School Petition Application Guide for 2024-2025* ("New Independent Guide") is in effect, the applicable and operative District policy and procedures shall govern and be incorporated herein by reference and part of this New Independent Guide.

Again, thank you for your desire to serve the students and families of LAUSD. Please do not hesitate to contact the Charter Schools Division at (213) 241-0399 or at charterschools@lausd.net if you have any questions about the petition application process.

Sincerely,

José Cole-Gutiérrez
Director, Charter Schools Division

INTRODUCTION

The LAUSD Charter Schools Division (CSD) has prepared this new independent charter school petition application guide in order to assist petitioner teams in gaining a clear understanding of what should be included in a charter school petition application.

Please note that this guide applies specifically to new independent charter school petition applications. If you are interested in applying to renew an existing school, to request material revision of an existing charter, or to establish an affiliated charter school, please see the other resources available on our website (<https://achieve.lausd.net/charter>) that provide guidance specific to those purposes.

THE PETITION APPLICATION REVIEW PROCESS

The Los Angeles Unified School District's ("LAUSD" or "District") new independent charter school petition application review process involves several steps:

- ❖ Submission of a Letter of Intent
- ❖ Scheduling of the Intake Appointment
- ❖ Submission of New Petition Application to CSD at the Intake Appointment
- ❖ CSD Petition Review
- ❖ Public Hearing Before the Board (within 60 days of submission)
- ❖ Posting of Final Staff Recommendation (15 days prior to Board Meeting)
- ❖ Board Action to approve or deny the charter petition (Public Hearing)

For a comprehensive description of the petition application review process, including information regarding timelines, and the detailed steps of the process, please see the LAUSD Board of Education-approved *LAUSD Policy and Procedures for Charter Schools*.

LETTER OF INTENT AND INTAKE APPOINTMENT

Upon submission of a Letter of Intent to the CSD (see form on the CSD website), the lead petitioner will be contacted by a CSD team member who will provide a brief overview of the petition application submission process and discuss the petitioner team's readiness to schedule a petition intake appointment. Please note that submission of a Letter of Intent does not start the statutory timeline for LAUSD Board action on a submitted petition. Submission of a **petition application** begins the timeline in accordance with Education Code ("Ed. Code") section 47605(b).

Petitioners should also review and refer to the *LAUSD Policy and Procedures for Charter Schools* ("Policy"). This guide serves as a supplementary tool to the Policy.

NOTE: A Letter of Intent is valid only for the programmatic year in which it is submitted to the District. If a petitioner team determines not to submit its petition within

the current school year to the District, submit a new Letter of Intent to the District if and when it intends to submit a petition in a subsequent year.

CONTENT AND FORMAT OF PETITION APPLICATION

This section provides guidance and information regarding both the content and format of the required documents that are expected to be submitted as part of an LAUSD new independent charter school petition application. In addition to general application requirements, the guide provides document-specific guidance as well. LAUSD encourages all prospective petitioners to review each of these resources, as they provide important clarity regarding the new petition application and review process, including LAUSD's expectations for reasonably comprehensive descriptions of each element of the petition, the LAUSD Federal, State, and District Required Language ("FSDRL"), and necessary documents for complete submission of the petition application. Please note that the petition should include information applicable to this charter term only (e.g., enrollment capacity, enrollment rollout plan, grades to be served, etc.).

GENERAL INFORMATION

FLASH DRIVE

The petitioner team is encouraged to bring and be ready to submit a flash drive containing the digital versions of the documents to be submitted organized in folders, with the exception of the *Due Diligence Questionnaire and Acknowledgement Forms* which should not be submitted on the flash drive but provided as hard copies with original "wet signatures" or digital signatures. The digital folder should include the following items:

1. Cover Page that includes the full and accurate name of the proposed charter school and the date of submission.
2. Digital subfolders that correspond to the names and order of the numbered items (#1 - #13) on the "New Independent Charter School Petition Application Intake Checklist" with the exception of Folder 10, the *Due Diligence Questionnaire and Acknowledgement Forms*, which should not be submitted on the flash drive but provided as hard copies.
3. Application Documents that are in final format (i.e., without tracked changes or highlighting), in a readable font, and organized in accordance with the numbered digital subfolders.

PETITION APPLICATION SIZE

The total size of your petition should not exceed 3 MB. (In particular, please minimize the number of graphics, and consider eliminating photographs, which are the two primary elements that result in large files.) The CSD must be able to send the application documents via electronic mail (email) to various District staff for their review.

CURRENT AND ACCURATE INFORMATION AND DOCUMENTS

Please ensure that all documents, data, research, and other information provided in the petition application are current and accurate versions and representations. Provide standard citation format (consistent throughout the petition) to all external sources of research, information, websites and data presented in the application documents. Be sure to adhere to all copyright requirements. All petition applications, including proposed replications, should include current documentation, including the most recent data available, updated résumés, and Governing Board Member Questionnaires completed within 12 months prior to the date of petition submission.

CONSISTENCY WITH FEDERAL, STATE AND DISTRICT REQUIRED LANGUAGE

The petition and any supporting documents are expected to be consistent with the FSDRL. See “Federal, State and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions” available on the CSD website. Also ensure that all documents are internally consistent and consistent with each other. For example, the provisions of Element 4 in the petition should be consistent with the proposed school’s current bylaws submitted as part of the petition application.

SPECIFIC PETITION APPLICATION DOCUMENTS

NOTE: In addition to the guidance provided below, please refer to the “New Independent Charter School Petition Application Intake Checklist” to guide preparation of the submitted petition application.

FOLDER 1: CHARTER SCHOOL PETITION (ELEMENTS 1-15)

General Format Expectations

- ❖ MS Word Format: Document must be in MS Word in a readable font.
- ❖ Page Breaks Between Elements: Insert page breaks before the start of each Element of the petition.
- ❖ Documents/Files should be unlocked to allow for adding comments
- ❖ Federal, State and District Required Language: Highlight in gray all FSDRL throughout the petition document.

General Content Expectations

A petition presents a “sound educational program” that meets the needs of the targeted student population and provides a “reasonably comprehensive” description of the fifteen (15) required elements. It must be clear, coherent, and internally cohesive and consistent.

- ❖ Review and ensure that your petition (Elements 1-15) addresses the statutory requirements of each element as set forth in Ed. Code § 47605(c)(5).
- ❖ Federal, State and District Required Language: Include the **current** FSDRL as set forth in the separate document titled “Federal, State and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions” posted on the CSD website. **Please follow the directions provided in that document.** It is expected that provisions of the petition do not duplicate or conflict with the provisions of the FSDRL.
- ❖ Title Page: The petition document should include a title page that contains the full and accurate proposed charter school name and the date of submission.
- ❖ Table of Contents and Headings: The petition should include an accurate table of contents that matches the element headings provided in the FSDRL.
- ❖ Element Headings in the Petition: As part of the headings for Elements 1-15 throughout the petition, include the description of each element below its heading in **bold**. Please follow this example:

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.”
(Ed. Code § 47605(c)(5)(E).)

- ❖ Appendices and Supporting Documentation: It is recommended that the petition does not include any appendices. **Petitioners must include a Community Impact Assessment and related supporting documentation (Please refer to Folder 13.).**
- ❖ Proposition 39 Facilities: Proposition 39 facilities are determined on an annual basis through a separate annual process, pursuant to applicable law and regulation. As such, petitions should not make assertions that may be inconsistent with that regulatory process and requirements. Note: For further information related to the petitioner’s presentation of its facilities plan, see Folder 13 Community Impact Assessment.

The Fifteen Charter Elements

NOTE: This petition should include information applicable to this charter term only (e.g., enrollment capacity, enrollment rollout plan, grades to be served, etc.).

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(c)(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(c)(5)(A)(ii).)

“If 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(c)(5)(A)(iii).)

A “reasonably comprehensive” petition includes, in addition to the FSDRL, the following:

General Information

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

<u>GENERAL INFORMATION</u>	
• The name and title of 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 (site/location) of the Charter School is (aligned with the charter petition and the Community Impact Assessment facilities section; and will be used to inform a 3-mile radius as consistent with District Policy) *:	
• The proposed Community of Schools to be served**:	
• This location is in LAUSD Board District:	
• This location is in LAUSD Region:	
• The grade configuration of Charter School is:	
• The proposed number of students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	
• The grade level(s) of the students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	

<ul style="list-style-type: none"> Charter School’s scheduled first day of instruction in 2025-2026 is: 	
<ul style="list-style-type: none"> The total enrollment capacity (should align with year 5 of the rollout plan, as well as the budget) will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.) 	
<ul style="list-style-type: none"> The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: 	
<ul style="list-style-type: none"> The regular bell schedule (e.g., daily hours) for Charter School will be: 	
<ul style="list-style-type: none"> The term of this Charter shall be from: 	July 1, 2025 to June 30, 2030

*As documented in the Community Impact Assessment and in the petition, as appropriate, the petitioner’s facilities plan regardless of whether it identifies any private or public site(s), the petitioner should include a specific description, with supporting documentation, of each identified site’s ability to accommodate the petitioner’s enrollment projection in its first year of operation and each subsequent year until reaching full enrollment capacity. The petitioner shall provide written evidence of its facilities research in the target community, including, but not limited to, the specific address of any private or public site(s); the extent to which site(s) is/are approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in the Policy; and the petitioner’s capacity and resources to address any construction related activities or other facilities improvements required to prepare the site(s) for use by the petitioner within a specified timeframe.

*Unless otherwise exempted by law, all charter schools authorized by LAUSD shall identify in their charter petition a single school site where the charter school will operate within the geographic boundaries of LAUSD. (See Ed. Code §47605(a)(1).)

**As defined by the Policy, a “community” includes families and individuals who reside, work, and/or are served in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the proposed new charter school. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school.

**If a new charter school is approved by the LAUSD Board and subsequently seeks to locate in a community different from the community the charter school was originally authorized to serve, the charter school operator must submit a material revision for approval with an updated Community Impact Assessment prior to a change in location.

**Charter Schools that seek to expand to additional locations outside the community or move to a different community must undergo community interest and fiscal impact analysis pursuant to Ed. Code section 47607(a)(3).

Community Need for Proposed Charter School

- Identify and describe the target community to be served, and the students whom the charter school is attempting to educate. [Note: ensure that such description is consistent with the location requirement set forth in the Charter Schools Act, all other location-related provisions in the petition, the Community Impact Assessment (see Folder 13 of this New Independent Guide) and other relevant provisions in the Policy.] Describe the relevant characteristics and educational needs of the community where the proposed charter school will be located as well as how this school will serve the intent and purpose of the Charter Schools Act as well as the District’s mission, vision, and strategic goals.

Student Population To Be Served

3. Identify and describe the proposed 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:

Enrollment/Roll-Out Plan					
Grade	2025-2026	2026-2027	2027-2028	2027-2028	2028-2029
TK	15	15	20	20	20
K	40	50	55	55	60
1	180	190	190	195	195
2	180	190	190	195	200
3	200	195	200	205	205
4	150	210	210	210	210
5	150	155	200	205	210
Total	915	1005	1065	1085	1100

Note: The enrollment capacity in the “General Information” chart found at the beginning of Element 1 should be reflected in the Enrollment Roll-Out Plan and the budget submitted with the petition. Enrollment projections should be reasonable.

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 proposed educational program.
6. Define and describe 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. Describe briefly how the charter school’s goals will enable students to become and remain self-motivated, competent, and lifelong learners.
9. Address the requirements of Ed. Code § 47605(c)(5)(A)(ii), including:

- Description of the proposed charter school’s annual goals for all pupils (i.e. all students) and for each student group of pupils identified pursuant to Ed. Code § 52052, for each of the eight (8) state priorities identified in Ed. Code § 52060(d) by the California Local Control Funding Formula (LCFF) legislation enacted in 2013, as it may be amended from time to time, and any identified local priorities. See the “LCFF State and Local 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. See notes below.
- Description of the specific annual actions the proposed charter school will take to achieve each of the identified annual goals. 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. 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. See the CSD website to review a partial sample of the LCFF table template: [The CDE LCFF information can be found here: <https://www.cde.ca.gov/fg/aa/lc/>](#).

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 meets 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 Ed. 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 student group and numerically significant student group; the table template should be tailored as appropriate to the charter school’s specific goals and the student population to be served by the school. **(For any student group that is not anticipated to be numerically significant at the proposed charter school, insert an “*” in the chart, and define the “*” as, “student group not anticipated to be numerically significant at this time”).**

NOTE: The LCFF charter petition provisions must be reflected in and consistent with the charter school’s annual Local Control and Accountability Plan (LCAP) and updates prepared and submitted pursuant to the

requirements of Education Code section 47606.5 as it is amended from time to time.

NOTE: The charter petition may also identify local school priorities (in addition to the eight state priorities), the goals for the school priorities, and the specific annual actions to achieve those goals. (Ed. Code § 47605(c)(5)(A)(ii).) Provide a narrative description of each local priority, if any, above the LCFF table.

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)					
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					
Outcome #1:					
Metric/Method for Measuring:					
APPLICABLE STUDENT GROUPS	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)					
English Learner Students					
Socioeconomically Disadvantaged Students					
Foster Youth Students					
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	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)					
English Learner Students					
Socioeconomically Disadvantaged 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	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)					
English Learner Students					
Socioeconomically Disadvantaged Students					
Foster Youth Students					
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					

Instructional Design

10. Describe the educational program's overall curricular and instructional design, including how the school will structure and staff the proposed 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.
11. Describe the innovative components of the educational program.
12. Describe the key features of the educational program.

Curriculum and Instruction

13. Describe the proposed charter school's curriculum. (California State Standards (CA CCSS) or other state content standards within the petition may be incorporated by citation/reference.) Identify and describe:
 - Integral features and components of the charter 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 (grades 7-12)
 - ❖ 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."**

- Intervention and enrichment programs
- Include a statement to indicate whether or not independent study will be offered to students (Note: charter schools *may* offer independent study but are not required to). If independent study will be offered, briefly describe the program and how it will be consistent with applicable law.
- 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

14. 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 th Grade		10 th Grade		11 th Grade		12 th Grade	
	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.
English Language Arts	[Enter title(s) of specific course(s) to be offered]							
Mathematics								
History- Social Science								

NOTE: Please include brief course descriptions and only course descriptions that are not from an external copyrighted source.

15. Describe the instructional methods and strategies that the charter school will use to deliver the curriculum.

16. Explain how the charter 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 the English Language Development standards. (The standards within the petition may be incorporated by citation/reference.)

17. Describe how the instructional program will provide and support student development of technology-related skills and student use of technology. Explain how the charter school will ensure that students will be prepared to take computer-based state standardized assessments.

18. For proposed high schools (items 18-21): Describe the charter school’s specific graduation requirements, including the number/type of units required. Explain how the charter school program and course schedule will enable all students to meet graduation requirements and A-G requirements within four years. Include if A-G is required for graduation and what grade is needed for A-G credit.

19. Additionally address:

- How the charter school will ensure it provides sufficient credit recovery opportunities and support;

- How the charter school will ensure that transfer students can meet graduation and college entrance requirements;
- How the charter school implements the graduation exemption for students who qualify (pursuant to Ed. Code section 51225.1). This student population includes the following: *foster care, homeless, former juvenile court, military family, migratory, and newcomer*;
- How the charter school's instructional program provides options that will ensure students are prepared for college/career as measured by the California Department of Education's (CDE) College/Career Indicator.

20. Describe the charter school's plan and timeline for obtaining Western Association of Schools and Colleges (WASC) accreditation. Explain how the charter school's plan will ensure WASC accreditation prior to graduating its first class of seniors and all subsequent graduating classes.

21. 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 charter 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 charter school. (A 4 x 4 schedule will require additional clarifying language about transferability for stakeholders).

Transitional Kindergarten

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

Academic Calendar and Schedules

23. 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.

NOTE: Per Senate Bill No. 328 [Ed. Code, §46148] please ensure that for middle schools, the start time is no earlier than 8:00 am and for high schools, the start time is no earlier than 8:30 am.

24. 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 (ELD), during the various periods of the day as well as subtotals and totals of daily instructional

minutes. If the charter school’s instructional design or model uses block scheduling, include multiple days of schedules as necessary to show the complete block model.

25. 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

26. If applicable, address the Early College and Middle College High Schools attendance requirements of Ed. Code section 46146.5.

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

27. Describe how the charter 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 charter term.

28. Describe how the charter school will recruit credentialed teachers who are qualified to deliver the educational program, including any key and/or innovative components of the program. Include the charter school’s plan to provide new teacher professional development to support in the implementation of the charter school’s specific educational program.

Meeting the Needs of All Students

English Learners

29. Describe how the charter school's educational program will meet the needs of English Learners (ELs). Specify whether the charter school will adopt and implement the LAUSD Master Plan for English Learners and Standard English Learners 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 ELD standards;
- How the charter school will use the results of the English Learner Proficiency Assessment for California (ELPAC) to support and accelerate student progress towards English proficiency;
- How the charter 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 charter school's EL program(s);
- Process and specific criteria for reclassification for the grades proposed to be served by the charter school;
- Process for monitoring progress of ELs and Reclassified to Fluent English Proficient (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 charter school plans to implement its own English Learner Master Plan, the petition application is expected to include a copy of the proposed comprehensive and current English Learner Master Plan. Please see the *New Independent Charter School Petition Application Intake Checklist* posted on the CSD website.

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

30. 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 charter school will identify GATE students;
- How the charter 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 charter school will monitor the progress of gifted and talented students and students achieving above grade level;
- Describe who the onsite designee will be for parents to contact regarding GATE.

Students Achieving Below Grade Level

31. Describe how the charter school will meet the needs of students achieving below grade level. Address:
- How the charter school will identify students in this group;
 - How the charter 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 charter school will monitor the progress of students achieving below grade level.

Socioeconomically Disadvantaged/Low Income Students

32. Describe how the charter school will meet the needs of socioeconomically disadvantaged/low-income students separate and apart from the needs of low achieving students. (Do not address low achievement, or Achieving Below Grade Level, in this section.) Address:
- How the charter school will identify students in this student group;
 - How the charter 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 charter school will monitor the progress of students in this student group.

Students with Disabilities

NOTE: The FSDRL contains provisions necessary to address matters related to students with disabilities including special education and other federal requirements.

Students in Other Student Groups

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

“A Typical Day”

34. Provide a brief narrative describing “a typical day” at the proposed charter school.

Describe what a visitor to the charter school should expect to see and hear when the charter school's vision is being fully implemented. Ensure that the typical day reflects the instructional design/model, key and/or innovative components features, and integral 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 pupil subgroups served by the charter school, as that term is defined in Section 52052. 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(c)(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(c)(5)(C).)

NOTE: Elements 2 and 3 are 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 FSDRL includes a specific assurance that the charter school must “meet 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(d)(1)).” In addition, the FSDRL for this Element includes the following provision: “Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605)” All provisions of this Element, as well as all other Elements, are expected to be consistent with the FSDRL provisions.

A “reasonably comprehensive” petition should include, in addition to the FSDRL the following:

Measurable Goals of the Educational Program

1. Describe the measurable goals and objectives of the charter school’s educational program. Include:
 - The charter school’s annual goals, for all pupils (i.e., schoolwide) and for each pupil student group identified pursuant to Ed. Code § 52052, for each of the eight (8) state priorities identified in Ed. Code § 52060(d). These goals are the same as those described in Element 1 in accordance with Ed. Code § 47605(c)(5)(A)(ii). ***A completed “LCFF State Priorities” table provided in Element 1 of a petition meets this requirement and can be incorporated***

herein by reference.

- The charter 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.**

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., all students) and for each significant pupil group identified pursuant to Ed. Code § 52052, that align with the eight (8) state priorities identified in Ed. Code § 52060(d). **Please be sure to incorporate all of the specific metrics set forth in Ed. 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.

3. For charter schools that primarily serve grades that do not participate in CAASPP (*California Assessment of Student Performance and Progress*) (SBA) (e.g., a K-2 school), include the charter school's annual measurable goals using a standardized assessment for each grade not participating in CAASPP (SBA) 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 key features 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 charter school will monitor and measure student progress toward mastery of state standards and the other goals identified above. Address:
 - Internal Assessments: Identify 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 and grade levels assessed;
 - Performance expectations;

NOTE: Please refer to information on the CDE website related to “verified data.”

Data Analysis and Reporting

6. Outline the charter school’s plan for collecting, analyzing, using, and reporting academic performance and other data. Address:
 - The type(s) of data the charter school will use (consistent with legal and CDE requirements);
 - 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 charter school’s grading and progress reporting systems. Address:
 - Grading policy;
 - Type and frequency of progress reporting;
 - Promotion/retention policy and procedures.

Element 4: Governance

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

A “reasonably comprehensive” petition includes, in addition to the FSDRL, the following:

Governance Structure

1. Describe the charter school’s governance structure. Include:
 - Organizational chart that shows:
 - ❖ Supervisory, advisory, and other relationships among and between the charter 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 charter school and/or its nonprofit corporation to all related parties.

- Description of the major roles and responsibilities, within the governance structure, of the charter school's governing board and executive-level employees (e.g., CEO, CAO, CFO, Executive Director, and/or Director/Principal)

NOTE: Include only roles and responsibilities for executive level employees. Job descriptions should be included only in Element 5.

Governing Board Composition and Member Selection

2. Describe the composition of the charter school's governing board. Explain how this composition will support effective charter 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. 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 Brown Act requirements and other public transparency laws including Ed. Code §47604.1.
5. Describe the governing board's decision-making procedures (ensure that procedures in petition are consistent with Bylaws). Address:
 - Quorum requirements;
 - Board action (voting) requirements;
 - Abstention and teleconference participation.

Stakeholder Involvement

6. Describe the charter school's stakeholder involvement plan and process. Address:
 - The role of parents and staff in the governance of the charter 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 charter school will consult with parents and teachers regarding the charter school’s educational program;
- How the charter 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 school.” (Ed. Code § 47605(c)(5)(E))

A “reasonably comprehensive” petition should include, in addition to the FSDRL, the following:

Employee Positions and Qualifications

1. Identify/list all charter 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 require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F))*

A “reasonably comprehensive” petition includes the FSDRL.

Element 7: Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G))

A “reasonably comprehensive” petition includes, in addition to the FSDRL, the following:

Court-Ordered Integration

1. Provide the charter 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. Also explain how the proposed charter school will achieve a ratio of students in Special Education, and English Learners, including Redesignated Fluent English Proficient pupils that is reflective of the general population residing within LAUSD.

Element 8: Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H))

A "reasonably comprehensive" petition should include, in addition to the FSDRL, the following:

Admission Requirements

1. Describe any specific policies and procedures for admission and/or enrollment in the proposed charter school.

Student Recruitment

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

Lottery Preferences and Procedures

3. Identify **and list in clear priority order** any proposed preferences in admission to be provided, including an explanation of the charter school's rationale for providing such preferences. **Students who reside in LAUSD must be afforded the highest priority in the list of preferences.** Refer to *Ed. Code 47605(e)(2)(B)*.
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 charter school's capacity. Describe:
 - Open enrollment period(s) or timeline, and related enrollment procedures;
 - Method(s) that the charter 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 charter 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 charter school will follow to determine waiting list priorities based upon lottery results and to enroll students from the waiting list;
- Means by which the charter 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(c)(5)(I))

A “reasonably comprehensive” petition should include, in addition to the FSDRL, the following:

Annual Audit Procedures

1. Specify what position at the charter school is responsible for:
 - Contracting with an independent auditor to conduct the required annual financial audit. This auditor must be on the California State Controller’s list of auditors approved to conduct charter school audits.
 - (<https://cpads.sco.ca.gov/CPAList.aspx>)
 - Working with and providing to the independent auditor all necessary information to complete the audit.
 - Ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline.
2. Describe the process that the charter school will employ to address and resolve any deficiencies, findings, material weaknesses, or audit exceptions identified in the annual independent financial audit and the position at the charter school responsible for administering this process.

Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall

include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." (Ed. Code § 47605(c)(5)(J))

A "reasonably comprehensive" petition should include, in addition to the FSDRL, the following:

School Climate and Student Discipline System

1. Describe the charter school's student discipline philosophy consistent with the principles of the District's *Discipline Foundation Policy*, and the *School Discipline Policy and School Climate Bill of Rights* Board of Education resolution. Identify the charter school's approach to developing and maintaining a positive school climate and strategies for preventing and mitigating the need for disciplinary measures. Address:
 - School-Wide Positive Behavior Intervention and Support (SWPBIS): Describe the charter school's systemic approach to teaching and managing behavior in schools, with the goal of creating and maintaining positive school environments;
 - Tiered Behavior Intervention: Describe the school's system for implementing tiered behavior intervention, and how the charter school will provide progressive discipline based on guidance and support;
 - Restorative Justice Practices: Describe how the charter school will use Restorative Justice to build the school community and repair harm done to relationships;
 - Alternatives to Suspension: Describe the age-appropriate responses that will be used to address and correct the student's specific misconduct. Include a professional development plan for teaching, communicating, and modelling to the charter school community the charter school's discipline policy to ensure school practices are consistent;
 - Using Data: Describe how the charter school will monitor its student behavior data.

In-School Suspension

2. Address whether and how the charter school will authorize and implement in-school suspension, including:
 - Where the student(s) will be serving the suspension on-campus;
 - Who will be supervising the student(s);
 - How the student(s) will receive instruction during the suspension;
 - Any supports that will be made available to the student(s) during this time;
 - Describe how the family (or, if applicable, a foster child's educational rights holder, attorney, and county social worker) will be notified of an in-school suspension and what information will be provided;
 - Specify the maximum number of days of in-school suspension per incident and in one academic year;
 - Address how the charter school intends to address the list below of offenses in the Education Code precluded for in-school suspension for other public schools. If the charter school intends to include in-school suspension as an option for these offenses, include an explanation how this will adequately provide safety for students, staff, and visitors to the charter school and serve the best interests of students:
 - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
 - Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
 - Made terrorist threats against school officials or school property, or both.

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 charter 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 will provide adequate safety for

students, staff, and visitors to the charter school and serve the best interests of students.

5. In accordance with Ed. Code § 47605 (c)(5)(J), include the procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements (inclusive of rights for foster youth and their representatives) consistent with all of the following:
 - For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
 - For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights;
 - Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

Expulsion

6. 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 the additional findings that are required in order to make a discretionary recommendation for expulsion (e.g., other means of correction repeatedly failed to bring about proper conduct).

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 will provide adequate safety for students, staff, and visitors to the charter school and serve the best interests of students.

Out-of-School Suspension Procedures

7. Describe the charter school's specific rules and procedures for student suspension from school, including:

- An assurance that the process for investigating incidents and collecting evidence will be fair and thorough;
 - The position(s) that is/are authorized to suspend students;
 - How the charter 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 charter school will provide the parents (and foster youth representatives, if applicable) with adequate notice of the reason for the disciplinary action;
 - How and to whom a parent/student may appeal a suspension decision.
8. 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 an Individualized Education Programs (IEPs) and students with a Section 504 Plan.
 9. Describe how and where the charter school will provide the student with meaningful access to education during the term of the suspension.
 10. 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 charter school's interim placement procedures; including how and where students, including Students with Disabilities, will have meaningful access to education during the term of the suspension pending the outcome of an expulsion process.

Expulsion Procedures

11. Describe the charter school's specific rules and procedures for student expulsion.
Address:
 - How the charter school will provide to the student and parent (and foster youth representatives, if applicable) 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 charter school will provide to the student and parent (and foster youth representatives, if applicable) 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 charter 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 charter 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 charter school will provide post-expulsion support to expelled students and their families to facilitate continued access to education.

12. 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 timelines and 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(c)(5)(K).)

A “reasonably comprehensive” petition should include, in addition to the FSDRL, the following:

Certificated Staff Members

1. Specify the retirement system(s) in which the charter 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 charter 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 charter 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 charter 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 charter school elects to participate in CalPERS, include a

statement acknowledging that the charter 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 charter 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 charter 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(c)(5)(L))

A “reasonably comprehensive” petition includes, in addition to the FSDRL, the following:

1. Address how the charter school will inform parents and students of their public school attendance alternatives.

Element 13: Rights of District Employees

“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.” (Ed. Code § 47605(c)(5)(M))

A “reasonably comprehensive” petition should include the FSDRL.

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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(c)(5)(N))

A “reasonably comprehensive” petition should include, in addition to the FSDRL, the following:

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

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

Element 15: Charter School Closure Procedures

“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(c)(5)(0))

A “reasonably comprehensive” petition should include, in addition to the FSDRL, the following:

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

FOLDER 2: PETITION SIGNATURE PAGES

Forms are provided on the CSD website to provide (record) the signatures required to submit a new independent charter school petition application. (Ed. Code § 47605(a)(1))

- ❖ Complete the top of the form (information about the school) BEFORE obtaining signatures.
- ❖ Signatures are original and signed and dated within the last 12 months prior to submission of the petition application.
- ❖ Signatures meet the statutory requirements for the type of charter school proposed (e.g., conversion).

FOLDER 3: CERTIFICATION OF COMPLETENESS (original or digital signatures)

FOLDER 4: LETTER OF INTENT

- ❖ Form available on the CSD website.
- ❖ The contact information for the lead petitioner will be used for communications throughout the petition application review process. See also the “Letter of Intent and Intake Appointment” section of this guide.

NOTE: Please note that a Letter of Intent is valid only for one programmatic year.

If the petitioner team determines not to submit its petition within the school year in which it has submitted a Letter of Intent, it must submit a new Letter of Intent if and when it intends to submit a petition in a subsequent year.

FOLDER 5: TEACHER RESUMES AND CREDENTIALS

- ❖ Documentation of teacher credentials should be current and complete, and matches the names recorded on the petition signature pages, if applicable. Please organize these materials by teacher (e.g., for Teacher A, include first the résumé and then the credential; for Teacher B, first the résumé and then the credential; and so forth) in the same order as the names on the signature pages.
- ❖ Resumes should meet the applicable requirements (see “New Independent Charter School Petition Application Intake Checklist” and “Resume” guide posted on the CSD website).

FOLDER 6: GOVERNING BOARD RESOLUTION

- ❖ The proposed charter school’s governing board resolution that authorizes submission of the charter school petition application and identifies the lead petitioner(s), Executive Director or equivalent (if any), Director/Principal, and Financial Manager or equivalent (who will manage day-to-day finances at the school site or the organizational level and **who cannot be the same person as the Director/Principal**). 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.
- ❖ The names identified on the resolution should match the other documentation required to be submitted as part of the petition application. **Ensure that the document includes the duly executed signature of the governing board secretary.**

FOLDER 7: ARTICLES OF INCORPORATION, BYLAWS, CONFLICT OF INTEREST CODE, and CONFLICT OF INTEREST POLICY

- ❖ Ensure that each of these four separate documents is complete and current. These documents may be copies of the original documents.
- ❖ If the articles of incorporation have been amended, include both the amendment document(s) and the initial incorporation document. Make sure that these documents contain the official seal or stamp of the State of California.

- ❖ Ensure that the bylaws are aligned with the provisions in the petition.
- ❖ Make sure that the bylaws document includes the duly executed signature of the governing board secretary.
- ❖ The Conflict of Interest Code, a stand-alone document, that meets the requirements of the California Political Reform Act, Government Code § 87100 et seq. as submitted to the Los Angeles County Board of Supervisors and/or the applicable code reviewing entity.
- ❖ The Conflict of Interest Policy, a separate document from the Conflict of Interest Code, which describes how the charter school operationalizes the Conflict of Interest Code.

FOLDER 8: BUDGET

- ❖ Ensure that the budget includes annual budgets, monthly cash flow projections, and budget assumptions for at least five (5) years, beginning with the current year (i.e., first year of operation as a new independent charter school) and the remaining four (4) years that align with the enrollment rollout table in the petition.
- ❖ Ensure that the submitted budget is in Microsoft Office Excel format, with formulas, contains no hidden cells/rows/columns, no links to external files, and is not password protected.
- ❖ Ensure that the budget assumptions include, but not limited to, the following:
 - Projected class size
 - Indicate the projected class size based on different grade levels
 - Projected enrollment by grade level
 - The enrollment information reflected in the budget submitted with the petition should match the enrollment information indicated in the petition's enrollment rollout plan
 - Enrollment projections should be reasonable
 - Projected Average Daily Attendance (ADA) percentages
 - LCFF funding rates
 - Unduplicated pupil percentage
 - Start-Up Funds
 - If the budget includes any start-up funds, submit a list of start-up funds, and all supporting documents, including, but not limited to, bank and/or account statements.
 - Financing
 - If the budget includes loan(s) (whether third-party loans or intraorganizational loans), line(s) of credit with third party lender(s), or other financial assistance as a source of funds, please submit a list of applicable other funding sources, and be sure to submit all

- signed and executed award letters and/or agreements, including documentation of any terms and conditions.
 - Factoring of Receivables
 - If the budget includes obligations through factoring the school's receivables, please be sure to submit the signed and executed agreement, or the Letter of Intent and Memorandum of Understanding between the school and the factoring company, including, but not limited to, the total estimated or agreed factoring amounts, discount rates/fees, and any other terms.
 - If a Petitioner's budget includes borrowing against the charter school's future revenues as a source of funding ("factoring of receivables"), this may lead to findings regarding the proposed charter school's financial sustainability (e.g., potential findings may include, but are not limited to, concerns regarding the charter school's factoring of its receivables as the primary source of cash flow and/or multi-year reliance on the factoring of its receivables, and the school's enrollment projections that are not supported by the charter school or not deemed reasonable in view of enrollment trends).
 - Grants
 - Please submit a list of applicable grants received and corresponding award letters including documentation of any terms and conditions.
 - Estimated average certificated salaries and benefits by category (e.g., teachers and guidance counselors, etc.)
 - Administrators' salaries and benefits (it is understood that job titles may vary with each charter school)
 - Chief Executive Officer
 - Chief Business Officer/Chief Financial Officer
 - Executive Director
 - Principal
 - Assistant/Vice Principal
 - Dean
 - Other
 - Other salaries and benefits
 - Custodians
 - Office/clerical staff
 - Teacher assistants
 - Academic intervention staff
 - Other
 - Rent or Facility Costs
 - Please be sure to include known and/or best estimates of rent or facility-related costs. Please be sure to submit budgets that are consistent with charter school's facility costs, irrespective of any potential Proposition 39 facilities.
- ❖ The submitted budget should meet the requirements of and otherwise comply

with all applicable laws and regulations related to Local Control Funding Formula, as they may be amended from time to time.

NOTE: Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including, but not limited to, internal controls governing all financial and business-related activities prior to the school's first year of operations.

FOLDER 9: LOTTERY FORM and ENROLLMENT FORM

- ❖ Make sure that the petition application includes two separate and distinct forms: (1) a lottery form, in English and other primary languages for the charter school that meet 15% threshold, to be used in the first year of the new charter term by parents/students who are applying to enroll in the charter school; and (2) the enrollment form that the charter school will use once it offers a seat to a student.

NOTE: Both forms must be consistent with the requirements of applicable law. Refer to the CSD website for the document *Admissions Requirements and Materials*.

FOLDER 10: DUE DILIGENCE QUESTIONNAIRE AND ACKNOWLEDGEMENT FORMS and RESUMES

- ❖ A completed *Due Diligence Questionnaire and Acknowledgement Form* is to be submitted for the Executive Director/CEO (if applicable), the charter school administrator (Director/Principal), and Financial Manager (cannot be the charter school administrator).
- ❖ Ensure that the *Due Diligence Questionnaire and Acknowledgement Form* documents are complete and have original "wet signatures" or digital signatures. Include names and contact information in the professional references section on the *Due Diligence Questionnaire and Acknowledgement Forms*.
- ❖ Make sure that the persons submitting these forms match the names of the persons identified in the governing board resolution above.
- ❖ Make sure that the submitted resumes meet the applicable requirements (see Resume Minimum Requirements guide and "New Independent Charter School Petition Application Intake Checklist" posted on the CSD website).

FOLDER 11: GOVERNING BOARD MEMBER QUESTIONNAIRES and RESUMES

- ❖ Make sure that these documents are complete and current. Governing Board

Member Questionnaires must be current and need to have been completed and **signed within 12 months of the date of petition submission**. Ensure that each board member has individually answered all questions, initialed each page (including any additional attached pages), and signed and dated the bottom of the questionnaire. If a board member responds to a question with a Yes or No, the questionnaire must also include a detailed response regarding the Yes or No. Responses of “N/A” or “Not Applicable” are not acceptable. The submitted documents may be copies of the original signed documents.

- ❖ Make sure that the submitted resumes meet the applicable requirements (see Resume Minimum Requirements guide and “New Independent Charter School Petition Application Intake Checklist” posted on the CSD website.

FOLDER 12: ENGLISH LEARNER MASTER PLAN

- ❖ Include this document if the charter school has adopted or will adopt its own English Learner Master Plan. (Make sure to include reclassification criteria and refer to the CDE English Learner Programs website for additional resources <https://www.cde.ca.gov/sp/el/>).

NOTE: This requirement does not apply if the charter school has adopted the LAUSD Master Plan for English Learners and Standard English Learners. For this folder, include a statement on a Word document indicating that the charter school has adopted the *LAUSD Master Plan for English Learners and Standard English Learners*.

- ❖ Ensure that the English Learner Master Plan provides a comprehensive description of all relevant topics. For further information, please see the various resources available on the LAUSD Multilingual and Multicultural Education Department’s website: <https://achieve.lausd.net/Page/14743#spn-content>.
- ❖

FOLDER 13: COMMUNITY IMPACT ASSESSMENT

- ❖ A petitioner must submit a Community Impact Assessment as part of its charter petition application. A Community Impact Assessment Template can be found on the CSD’s website. Ensure that the Community Impact Assessment is based on an analysis of publicly available information and data (e.g., LAUSD OpenData, LAUSD Unified Enrollment program data, official data from the California Department of Education’s website, etc.) and on evidence of community engagement and outreach. Petitioners shall clearly cite and provide sources for all data and information used to inform assertions in their Community Impact Assessment. Prior to submission of the Community Impact Assessment, confer with the District (Charter Schools Division) regarding a list of schools within the proposed community, as identified in the petition. As part of the submitted materials, petitioners are to include publicly disclosable information/documentation of the stakeholders’ responses (to the extent

possible) and a summary of the responses received from stakeholders as part of the petitioner's assessment of the impact to the community, which will be shared with the LAUSD Board.