



CHARTER SCHOOLS DIVISION

Los Angeles Unified School District

**DISTRICT AFFILIATED (Start-up and
Conversion)
CHARTER SCHOOL
NEW PETITION APPLICATION
GUIDE
for
2024-2025**

**Updated
10-2-2024**

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 ("LAUSD"). 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 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.

This application guide is designed to provide you with clear information and guidelines as you develop and prepare your petition and supporting documentation ("petition application") as it provides specific information regarding LAUSD charter school petition application requirements. In addition, review the *LAUSD Policy and Procedures for Charter Schools*.

Again, thank you for your desire to serve the students and families of the LAUSD. Please do not hesitate to contact the Charter Schools Division at (213) 241-0399 or at

¹ To the extent the *LAUSD Policy and Procedures for Charter Schools* is amended within the time period this New District Affiliated Charter School Petition Application Guide for 2022-2023 ("New Affiliated 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 District Affiliated Charter Guide.

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 affiliated 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.

Please note: This guide applies specifically to District affiliated charter school new petition applications. If you are interested in applying to renew an existing affiliated or independent charter school, to request material revision of an existing charter, or to open and operate a new independent charter school, please see the other resources available on our website (<https://www.lausd.org/charter>).

THE PETITION APPLICATION REVIEW PROCESS

The Los Angeles Unified School District’s (“LAUSD” or “District”) new affiliated charter school petition application review process involves several steps:

- ❖ Submission of a Letter of Intent
- ❖ Conversion to Affiliated Status Acknowledgement Statement (if applicable)
- ❖ Scheduling of the Intake Appointment
- ❖ Submission of New Petition 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)

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

CONTENT AND FORMAT OF NEW PETITION APPLICATION

This section provides guidance and information regarding both the content and format of the documents that should be submitted as part of an LAUSD renewal petition application.

GENERAL INFORMATION

FLASH DRIVE

The petitioner team is encouraged to bring and be ready to submit a flash drive containing digital versions of the documents to be submitted. **A digital folder should be created named “New Charter Petition” plus the date of submission.** Within the digital folder, documents to be submitted should be organized in subfolders. 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 on the “New Start-Up Affiliated Charter School Petition Application Checklist” or “New Affiliated Conversion Charter School Petition Intake Checklist” 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.
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 application to no more than 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 should include current documentation, including the most recent data available.

CONSISTENCY WITH FEDERAL, STATE AND DISTRICT REQUIRED LANGUAGE

The petition and any supporting documents are expected to be consistent with the FSDRL. See the FSDRL highlighted in gray within the “Affiliated Charter New Template with FSDRL” available on the CSD website. Also ensure that all documents are internally

cohesive and consistent with each other.

SPECIFIC NEW PETITION APPLICATION DOCUMENTS

NOTE: In addition to the guidance provided below, please refer to the “Affiliated (Start-Up or Conversion) Charter School New Petition Application Intake Checklists” to guide preparation of the submitted petition application.

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

General Format Expectations

- ❖ Use of Template/MS Word Format: The “Affiliated New Petition Template” provided by the CSD and MS Word (2007 or later) in its original 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: Leave intact all FSDRL which is highlighted in gray, 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 should be clear, coherent, and internally cohesive and consistent.

- ❖ Template with FSDRL: The petition should be prepared using the template for District affiliated charter school new petitions. The petition template has been designed to be as user-friendly as possible. It pre-populates the petition document with the requisite title page, table of contents, element headings, and subheadings within the elements, as well as the FSDRL, which is highlighted in gray. **All of these prepopulated provisions should remain intact as presented in the template.**
- ❖ School-Specific Provisions: The new petition template highlights in yellow all of the sections in which the school is expected to insert school-specific petition provisions. These sections are located in Elements 1, 2, 3, 4, 8, and 14. **Please do not change the order, delete any section, or insert any additional sections into the petition, unless specifically directed (e.g., instructions for constructing complete LCFF table).** Please do not provide a separate introduction in the petition; the school is expected to provide an

examination of its record of performance within the “Community Need” section of Element 1.

Purpose: Review and ensure that your petition (Elements 1-15) addresses the statutory requirements of each element as set forth in Education Code § 47605(b)(5).

- ❖ Federal, State and District Required Language: Use the current Affiliated Charter School New Petition Template, which includes the **current** FSDRL. It is expected that other provisions of the petition do not duplicate or conflict with the provisions of the FSDRL.
- ❖ Appendices: **It is recommended that the petition does not include any appendices. Petitioners must include a Community Impact Assessment and related supporting documentation.**

The Fifteen Charter Elements

Element 1: The Educational Program

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

1. At the beginning of Element 1, template includes 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 (must be aligned in the charter petition and the Community Impact Assessment facilities section; 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 number of students in the first year will be:	
• The grade level(s) of the students in the first year will be:	
• Charter School’s scheduled first day of instruction in 2025-2026 is:	

<ul style="list-style-type: none"> • The enrollment capacity at full roll out is: (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 bell schedule 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 must 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 plan for the proposed charter school including, but not limited to, the steps the petitioner has taken to research facilities within the proposed community, how the facilities plan serves the interests of the entire community, and which facilities, in the proposed community, the petitioner is exploring to use. Please explain how the petitioner's facilities plan complies with District facilities requirements and the Facilities section of LAUSD Policy and Procedures for Charter Schools (page 71).

*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 Policy, a "community" includes all public schools (District and charter), serving similar grade levels as the proposed new charter school, and families and individuals who reside, work, and/or are served in the identified geographical area. 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 Education Code section 47607(a)(3).

Community Need for Proposed District Affiliated Charter School

2. 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 TAB 11 for Conversion Affiliated Charter and TAB 7 for Start-up Affiliated Charter of this Affiliated Guide) and other relevant provisions in the *LAUSD Policy and Procedures for Charter Schools*.] Petitioners may 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 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	2024-25	2025-2026	2026-2027	2027-2028	2028-2029
K (incl. TK)	40	50	50	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	900	990	1040	1065	1080*

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 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 briefly 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 Education 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 Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d) by the California Local Control Funding Formula (LCFF) legislation enacted in 2013, as it may be amended from time to time. See the “LCFF State Priorities” template provided below. This partial template provides

the layout for one goal; repeat the same template layout for each goal in order to create a complete LCFF table. 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. <https://www.lausd.org/site/Default.aspx?PageID=1824CDE> 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 will meet the LCFF measurable outcomes requirements for Element 2 and can be incorporated therein by reference to the completed table in Element 1. Please note that **the petition must provide specific outcomes and targets for each of the specific metrics set forth in Education Code § 52060(d) that are applicable to the grade levels served by the school.** See also the section below regarding the requirements of Element 2.

NOTE: The LCFF table template provides a separate row for school-wide performance targets as well as a row for each potentially relevant subgroup and 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 student groups that are not numerically significant for the charter school, insert an "*" in the chart, and define the "*" as, "student group not 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								
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
						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	Baseline (Conversion Affiliated)	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	Baseline (Conversion Affiliated)	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 #3:

Metric/Method for Measuring:

APPLICABLE STUDENT GROUPS	Baseline (Conversion Affiliated)	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						

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. (Do not insert California Common Core State Standards ("CA CCSS") or other state content standards within the petition; they may be incorporated by citation/reference.) Identify and describe:
 - Key features and components of the school's educational program by subject area, including, but not limited to, the following subject areas:
 - ❖ English Language Arts
 - ❖ English Language Development/English as a Second Language
 - ❖ Mathematics
 - ❖ History-Social Science
 - ❖ Science
 - ❖ Visual and Performing Arts
 - ❖ Health and Physical Education
 - ❖ World Languages (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
 - 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	English 9A (A-G & HS Grad)							
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 ("NGSS"), and the current English Language Development ("ELD") 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.

For high schools (items 17-20):

18. Explain how the charter school program and course schedule will enable all students to meet District graduation requirements and A-G requirements within four years and the CDE's College and Career Indicator within four years.

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 EC 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 meet the CDE's 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 requirements². Describe how and when the charter school will inform parents in the event that the charter 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 must also show holidays and breaks. Academic calendar must be consistent with all applicable collective bargaining agreements or submit waiver approval.
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

² *If a charter school will serve high school students, the Education Code requires a charter school petition to include, "[i]f the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements."*
(Ed. Code § 47605(c)(5)(A)(iii).)

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 (image below and provided as a fillable table 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 Education 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.

Meeting the Needs of All Students

26. English Learners

Describe how the charter school's educational program will meet the needs of English Learner (EL) students. Specify whether the charter school will adopt and implement the LAUSD Master Plan for English Learners and Standard English Address:

- Educational program(s) for English language acquisition, including how, where, and by whom the EL program components will be provided, and how the program(s) will ensure that students make adequate progress toward mastery of the English Language Development (ELD) standards;

- How the 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/ELD 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.

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

Describe how the charter school will meet the needs of gifted and talented students and students achieving above grade level.

Address:

- 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.

28. Students Achieving Below Grade Level

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 student 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.

29. Socio-Economically Disadvantaged

Describe how the charter school will meet the needs of socioeconomically disadvantaged/students separate and apart from the needs of low achieving students. Do not address low achievement, Achieving Below Grade Level, in this

section. Address:

- How the charter school will identify students in this subgroup;
- 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 subgroup.

30. Students with Disabilities

NOTE: The FSDRL contains provisions necessary to address matters related to students with disabilities including special education and other federal requirements. No additional narrative is needed for this section

31. Students in Other Student Groups

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”

32. Provide a brief narrative describing “a typical day” at the charter school. Describe what a visitor to the school should expect to see and hear when the school’s vision is being fully implemented. Ensure that the typical day reflects the instructional design/model, key and/or innovative 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 Education 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, must be consistent with the FSDRL provisions.

A “reasonably comprehensive” petition includes, 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 Education Code § 52052, for each of the eight (8) state priorities identified in Education 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 will meet 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 Eight 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 student groups 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 Education Code section 52060(d) that are applicable to the grade levels served by the charter school. A completed LCFF table provided in Element 1 meets 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 California Assessment of Student Performance and Progress (CAASPP) (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 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.**

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;
 - 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.

Element 4: Governance

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

NOTE: The purpose of Element 4 is to provide reasonably comprehensive description of the charter school's governance structure and practices, and its methods to ensure stakeholder involvement. For proposed District affiliated charter schools, it is important to recognize that, by their nature and the terms of their charters, they are subject to the governance and control of the LAUSD Board of Education. Like all District schools, an affiliated charter school's governance at the school site level must comply with all applicable state and federal laws and regulations, District policies related to school site governance, and the provisions of LAUSD collective bargaining agreements (“CBAs”).

In order to streamline the petition preparation and review processes and otherwise ensure that school site governance complies with the relevant legal, policy, and CBA requirements, the CSD has carefully redesigned the FSDRL for affiliated charter petitions to provide most of the necessary content for Element 4. As a result, proposed affiliated charter schools only need to provide school-specific descriptions related to stakeholder involvement, per the guidance below. The FSDRL provides the rest.

Accordingly, a “reasonably comprehensive” petition will include, in addition to the FSDRL, the following:

If the charter school has a separate charter school Governing Council, outline the composition of that board and those duties. If not, enter N/A.

Stakeholder Involvement

1. Describe the school's stakeholder involvement plan and process.

Address:

- The process by which the school will consult with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update

- The process by which the school will consult with parents and teachers regarding the school's educational program
- How the school will use its website to support stakeholder involvement

Element 5: Employee Qualifications

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

A “reasonably comprehensive” petition should include the FSDRL.

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 should include the FSDRL.

Element 8: Admission Requirements

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

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

Student Recruitment

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

Lottery Procedures

1. In each highlighted section, insert the response that describes the process the proposed charter school will use for conducting its annual random lottery.

Information may be deleted from this section, but not added.

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 the FSDRL.

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 the FSDRL.

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 the FSDRL.

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 should include the FSDRL.

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.

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 Proposed Affiliated Charter School]
c/o School Principal
[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)(O))

A “reasonably comprehensive” petition should include the FSDRL.

FOLDER 1: CONTACT INFORMATION

For Conversion Affiliated: Person most knowledgeable about the specific contents of the petition and contact information.

For Start-Up Affiliated: Person designated as lead petitioner(s) and contact information (include phone number(s) and email address(es))

FOLDER 2: PETITION

FOLDER 3: PETITION SIGNATURE PAGES

- ❖ For proposed **conversion** affiliated charter school, **original signatures** of 50% of the permanent teaching staff.
- ❖ For proposed **start-up** affiliated charter school, **original signatures** of 50% of meaningful interested teachers OR 50% of meaningful interested parents. If providing meaningful interested teachers, include teacher resumes and credentials. The documentation of teacher credentials is current and complete, and matches the names recorded on the petition signature pages. 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**. The resumes should meet the applicable requirements (see “New Start-Up Affiliated Charter School Petition Application Intake Checklist” and “Resumes” guide posted on the CSD website). The forms provided on the CSD website provide (record) the signatures required to submit a new start-up affiliated charter school petition application. The top of the form should be completed BEFORE obtaining signatures. All signatures are original signatures (no photocopies) signed and dated within the last 12 months prior to submission of the petition application
- ❖ The signatures should meet the statutory requirements for the type of charter school proposed (e.g., conversion).

FOLDER 4: CERTIFICATION OF COMPLETENESS with original signature(s) (electronic signatures allowed).

FOLDER 5: 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 6: 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 affiliated 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 are not limited to, the following:
 - Projected class size
 - Indicate the projected class size based on different grade levels
 - Utilize the latest District Norm Tables for the proposed 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.
 - 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)
 - 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.

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.

For Conversion Affiliated Charter Schools Only (FOLDERS 6, 7, 8, 9 and 10):

FOLDER 6: GOVERNANCE COUNCIL RESOLUTION (Conversion Affiliated Only)

- The proposed charter school's local school governance council resolution documents the school's decision to submit the charter school new petition application and identify the person(s) designated to serve as lead petitioner(s).³ The resolution should be current, i.e., adopted by the school's current local school governance council. The submitted document may be a copy of the original document.
- The document includes the duly executed signature of the governing council secretary or other authorized person

FOLDER 7: FACULTY ROSTER (Conversion Affiliated Only)

³ If the council picks more than one lead petitioner, one must be the principal.

- ❖ Current roster generated from the District's system.

FOLDER 8: CONVERSION TO AFFILIATED STATUS ACKNOWLEDGEMENT STATEMENT (Conversion Affiliated Only)

- ❖ On school letterhead.

FOLDER 9: ELECTRONIC CAPACITY ASSESSMENT REVIEW (Conversion Affiliated Only)

- ❖ The Electronic Capacity Assessment Review (E-CAR), not the E-Cast, is current and is the final signed document. The submitted document may be a copy of the original E-CAR.

LOTTERY FORM (Do not include)

Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Brochure & Application.

FOLDER 11 (CONVERSION) OR FOLDER 6 (START-UP): 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.

TAB 7 (START-UP ONLY): DUE DILIGENCE QUESTIONNAIRE AND ACKNOWLEDGEMENT FORMS and RESUMES only if lead petitioner(s) is not an LAUSD District employee

- ❖ A completed Due Diligence Questionnaire and Acknowledgement Form(s) (in

hard copy) is to be submitted for Lead Petitioner(s).

- ❖ 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 as the lead petitioner(s).