



CHARTER SCHOOLS DIVISION

Los Angeles Unified School District

INDEPENDENT CHARTER SCHOOL RENEWAL PETITION APPLICATION GUIDE

2025-2026

**Updated
5-12-2025**

Contents

Introduction.....	2
Renewal Petition Application Review Process	5
Content and Format of Petition Application	5
Digital Subfolders and Specific Application Documents	6
Folder 1: Charter School Renewal Petition (Elements 1-15)	7
Element 1: The Educational Program	8
Element 2: Measurable Pupil Outcomes and	20
Element 3: Method by which Pupil Progress Toward Outcomes will be Measured	20
Element 4: Governance	22
Element 5: Employee Qualifications	24
Element 6: Health and Safety Procedures	24
Element 7: Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance	24
Element 8: Admission Policies and Procedures.....	25
Element 9: Annual Financial Audits	26
Element 10: Suspension and Expulsion Procedures	26
Element 11: Employee Retirement Systems	31
Element 12: Public School Attendance Alternatives	32
Element 13: Rights of District Employees	32
Element 14: Mandatory Dispute Resolution	33
Element 15: Charter School Closure Procedures	33
Folder 2: Certificate of Completeness	33
Folder 3: Governing Board Resolution	33
Folder 4: Articles of Incorporation, Bylaws, Conflict of Interest Code, and Conflict of Interest Policy	34
Folder 5: Budget, Fiscal Policies and Procedures	34
Folder 6: Lottery Form and Enrollment Form	37
Folder 7: Due Diligence Questionnaire and Acknowledgement Forms and Resumes ...	37
Folder 8: Governing Board Member Questionnaires.....	37
Folder 9: English Learner Master Plan	38
Folder 10: Verified Data, Including Post-Secondary Outcomes, Submitted for Consideration.....	38

Introduction

This renewal petition application guide is designed to provide you with clear information and guidelines as you develop and prepare your renewal petition and supporting documentation (“renewal petition application”). It provides specific information regarding the LAUSD charter school renewal process and an outline of what the District considers to be a “reasonably comprehensive” petition. Please make sure to review the LAUSD Policy and Procedures for Charter Schools (“Policy”) and explore all of the other resources available on our website that may help you ensure that your application presents the highest quality charter school renewal petition application possible.

Please note: This renewal petition application guide applies specifically to independent charter school renewal petition applications. If you are interested in applying to open and operate a **new** charter school, to request material revision of an existing charter, or to establish or renew an affiliated charter school, please see the other resources available on the CSD website ([CSD Website](#)) that provide guidance specific to those purposes.

RENEWAL

The criteria for renewal establish transparent expectations for charter school performance that apply to charter schools both during the renewal review process and throughout the term of the charter. The CSD will holistically evaluate charter schools pursuant to the Charter Schools Act through the lens of the criteria for renewal over the term of the charter and through the CSD’s processes for ongoing oversight. A charter school should also conduct its own assessment on an ongoing basis to monitor performance and make improvements. The CSD communicates with each charter school regarding its progress towards renewal and concerns that the charter school should address prior to renewal. Overall, a charter school approaching renewal should have a clear understanding of its status regarding renewal eligibility. Please refer to the Policy for additional information which includes resources for petitioners, renewal application and timelines, criteria for renewal and grounds for nonrenewal.

MATERIAL REVISION INFORMATION

Any charter school that plans to seek material revision of its charter must submit a request for material revision to the CSD, **separate and apart from the renewal petition application**. To facilitate the processing of both requests for possible consideration at the same Board meeting, the CSD will collect the renewal and material revision applications at the same time during the intake appointment for the renewal petition application. The renewal petition application and the request for material revision will be reviewed and recommended for Board action (two distinct proposed actions, respectively) at the same Board meeting to the extent possible.

As set forth in the Policy, LAUSD considers the following to be among, but not limited to, those changes constituting a material revision (i.e., LAUSD board approval):

- Expansion to one or more additional sites (requires Community Impact Assessment) ¹
- Change in location/address outside the community (requires Community Impact Assessment) ²
- Addition or reduction of grades or grade levels served (expansion of additional grade levels requires a Community Impact Assessment)
- Increased enrollment:
 - For schools occupying non-LAUSD facilities, any increase of more than 20% or 100 students, whichever is less, above the enrollment as scheduled in the charter
 - For schools occupying LAUSD facilities, an increase above the enrollment which could impact the usage of the site
- Changes to admission preferences or procedures³
- Changes to the governance and/or corporate structure and affiliations including, but not limited to:
 - Changes to the articles of incorporation of the entity managing the charter school, including the addition or deletion of any related or affiliated corporations, or sole statutory members; and changes to the number of board members
 - Corporate mergers
- Changes to the instructional and/or education model or design, other than changes required by law, including changes, or adding a non-classroom-based program
- Change from independent charter school to affiliated charter school status. (See Policy, Section K, Affiliated Charter Schools, for details on process)

A charter school that is considering revisions to its approved charter concurrent with the renewal petition application should contact the assigned CSD administrator in advance of submitting a renewal petition. The CSD administrator will work with the charter school to ascertain whether the proposed change amounts to a “material revision” that would require the petitioner team to submit a material revision request in addition to the renewal petition application. Please see the Policy and other resources available on the CSD website for additional information regarding the material revision process.

RESOURCES FOR PETITIONERS

Petitioners should review all applicable legal requirements, the resources for petitioners

¹ Refer to the Community Impact Assessment Template on the CSD website

(<https://achieve.lausd.net/charter>)

² The identified geographical area will be based on the LAUSD Community of Schools, a group of schools from Pre-K through 12th grade as identified by the District that is centered around a neighborhood, working to support students, school, and families in the community and/or school feeder patterns. Constructs such as school feeder patterns, Zones of Choice, and/or other operative District terms may be considered, as programmatic updates occur and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed move. Any change in location or request for additional sites must be supported by documentation that the proposed location complies with all applicable building and safety requirements. Please also see Policy, page 21.

³ Requires the LAUSD Board to approve at a public hearing (Ed. Code, §47605(e)(2)(B)(i).)

on the CSD website, the Independent Charter School Renewal Petition Application Intake Checklist, and the Federal, State, and District Required Language (FSDRL) to gain a clear understanding of what is expected to be included in the renewal petition application material.

BOARD BENCHMARKS

From time to time, in the event that District staff has determined that a charter school merits an approval recommendation but nonetheless has demonstrated inadequate performance in one or more key areas, staff recommendation of approval on the renewal petition may include proposed Board benchmarks. Such proposed benchmarks typically require action by the charter school during the term of the charter to address those benchmarks. The CSD will also monitor and periodically report to the Board of Education as to the status of meeting the Board benchmarks during the term of the charter. If a charter school has a current benchmark(s), it will be reviewed as part of the renewal process.

ADDITIONAL CONSIDERATIONS

Charter School Operators

Charter School Operators that have more than one school renewing in the same programmatic year are strongly encouraged to work with their CSD assigned administrator(s) regarding the renewal petition submission and revision processes to ensure a mutually beneficial and efficient process for handling the multiple petitions.

Charter Schools Operating on District Property, including Conversion Charter Schools

All independent charter schools operating on District property, including but not limited to PSC schools and former LAUSD traditional schools that have converted to independent charter status, may need to execute a facilities agreement as part of or prior to the renewal process.

Proposition 39 Facilities

Proposition 39 facilities are determined on an annual basis through a separate annual process, pursuant to Proposition 39 and its implementing regulations. As such, the content of the renewal petitions should be consistent with that regulatory process and requirements.

Renewal Petition Application Review Process



For a comprehensive description of the renewal petition application review process, including information regarding timelines, roles, and the steps of the process, please see the Policy available on the CSD website.

Content and Format of 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 “**Renewal Petition [date of submission]**”. Within the digital folder, documents to be submitted should be organized in subfolders that correspond to the

names and order of the numbered items (#1 - #10) on the *Independent Charter School Renewal Petition Application Checklist*.

PETITION APPLICATION SIZE

The total size of the renewal petition application should not exceed 3 MB. 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

As a matter of course, charter schools continue to evolve during the terms of their charters. The renewal petition application should reflect this change and evolution. Therefore, 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 to all external sources of research, information, websites, and data presented in the application documents. Be sure to adhere to all copyright requirements. All renewal petition applications should include current documentation, including the most recent data available, updated resumes, and Governing Board Member Questionnaires completed and signed within 12 months prior to the date of the renewal petition submission. Please also see the note above regarding material revision.

CONSISTENCY WITH FEDERAL, STATE, AND DISTRICT REQUIRED LANGUAGE

The renewal 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.

CONSISTENCY ACROSS DOCUMENTS

Also ensure that all documents are internally consistent and consistent with each other. For example, the governing board’s current bylaws submitted as part of the renewal petition application should be consistent with the provisions of Element 4 in the renewal petition. Please also ensure alignment with the charter and the Conflict of Interest Policy.

Digital Subfolders and Specific Application Documents

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

NOTE: Application documents should be in final format (i.e., without tracked changes or highlighting), in a readable font, and organized in accordance

with the numbered digital subfolders

Folder 1: Charter School Renewal 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” and provides a “reasonably comprehensive” description of the fifteen (15) required elements. It should 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 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.

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:

General Information

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

<u>GENERAL INFORMATION</u>	
● The contact person for the Charter School is: [Name and Title]	
● The contact address for the Charter School is:	
● The contact phone number for the Charter School is:	
● The current address(es) of the Charter School is/are: <ul style="list-style-type: none">○ (Please note: As charter schools' eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school's current occupancy	

of Proposition 39 facilities is subject to change in subsequent school years.)	
• Location(s) is/are in the LAUSD Board District:	
• Location(s) is/are in the LAUSD Region:	
• The grade configuration of the Charter School is:	
• The number of students in the first year (should align with that for Year 1 of the budget, as well as the rollout plan in the petition, if applicable) will be:	
• The grade level(s) are:	
• The total enrollment capacity will be: ⁴ (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School.)	
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	
• The regular bell schedule will be:	
• The term of this Charter for Middle and High performing schools (ensure term consistency throughout document, e.g., rollout plan, LCFF, etc.): ⁵	July 1, 2026 - June 30, 2031
• If approved, the term of this Charter for Low performing schools (ensure term consistency throughout the document e.g., rollout plan, LCFF, etc.):	July 1, 2026 - June 30, 2028

Self-Reflection for Charter School

- Examine the charter school's performance over the current charter term. Describe and discuss how, based on its specific record of performance, the charter school has and will continue to meet the needs of the community it serves, inclusive of its student groups.

Address:

- Academic performance data and other absolute and comparative performance indicators, including both schoolwide and student group academic achievement and growth data and other performance indicators;
- Success of the key and/or innovative features of the educational program;
- Success of the charter school's educational program in meeting the specific needs of its student population, including but not limited to students in numerically significant student groups;

⁴ If the requested enrollment capacity has changed from the current charter enrollment capacity, please share with your CSD administrator, as it may require a material revision. Also ensure that the requested enrollment capacity aligns with the maximum enrollment per the submitted budget and the rollout plan in the petition, if applicable.

⁵ Charter schools satisfying the High performing renewal criteria may be renewed for a term of 5 to 7 years. (Ed. Code, § 47607(c)(2)(E).) The determination of whether a High performing charter school will be renewed for a five-year, six-year, or seven-year term will depend on specific factors related to the charter school's operation and performance during the term of the charter.

- Areas of challenge that the school has experienced and how the school has improved and/or will improve in such areas.

3. Enrollment Rollout Plan (as applicable)

Only include if the charter school is not fully rolled-out with authorized grade levels. If including, provide an 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 templates below.

5-year Term Enrollment/Rollout Plan					
Grade	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
TK (Transitional Kindergarten)	15	15	15	15	15
K	30	30	30	30	35
1	45	45	45	50	50
2	45	45	50	50	50
3	45	50	50	50	50
4	45	50	50	50	50
5	50	50	50	50	50
Total	275	285	290	295	300

OR

2-year Term Enrollment/Rollout Plan		
Grade	2026-2027	2027-2028
TK (Transitional Kindergarten)	15	15
K	30	30
1	45	45
2	45	45
3	45	50
4	45	50
5	50	50
Total	275	285

Note: If a rollout plan is included, the enrollment capacity in the “General Information” chart found at the beginning of Element 1 should be reflected in the Enrollment Rollout Plan and the budget submitted with the renewal petition. Enrollment projections should be reasonable, taking into consideration the charter school’s historical and current enrollment trends, and such information should be consistently reflected in the submitted budget. See further information under Folder 5 below.

Goals and Philosophy

4. Provide clear, concise school vision and mission statements that match the needs of the targeted student population and align with the educational program.

5. Define and briefly describe the characteristics of an “educated person” in the 21st century and how learning best occurs. This should include goals that include the objective of enabling students to become self-motivated, competent, and lifelong learners.
6. Address the requirements of Ed. Code § 47605(c)(5)(A)(ii), including:
 - Description of the charter school’s annual goals, for all pupils (i.e., schoolwide) 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 to create a complete LCFF table. See notes below.
 - Description of the specific annual actions the 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. CDE (California Department of Education) 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 schoolwide 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 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 Ed. 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, 2026)							
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	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>	
All Students (Schoolwide)							
English Learner Students							
Long-Term 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 (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)						
English Learner Students						
Long-Term 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 (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)						
English Learner Students						
Long-Term 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

7. Describe the innovative components and key features of the educational program.
8. Curriculum and Instruction
9. Describe the 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
 - ❖ 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;

10. 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.

11. **For high schools (items 12-15):**

12. 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.

13. Additionally address:

- How the charter school will ensure it provides sufficient credit recovery opportunities and support;
- How the charter school will ensure transfer students 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 College/Career Indicator.

14. Describe the charter school's plan and timeline for obtaining and/or maintaining 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.
15. 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 requirements⁶. 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 school. (A 4 x 4 schedule will require additional clarifying language about transferability for stakeholders.)

Transitional Kindergarten

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

Academic Calendar and Schedules

17. 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.
18. 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.
19. Complete and include the MS Excel "Instructional Days and Minutes Calculator" table (provided below and in a separate document on the CSD website).

⁶ 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).)

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

20. 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

21. Describe how the charter school will provide ongoing professional development to ensure that teachers have the capacity to deliver the educational program.
22. 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.

Meeting the Needs of All Students

English Learners

23. 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 Language Proficiency Assessment for California (ELPAC) to support and accelerate student progress towards English language 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 EL reclassification for the grades 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 charter school's comprehensive and current English Learner Master Plan. Please see the Independent Charter School Renewal Petition Application Intake Checklist posted on the CSD website.

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

24. 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

25. 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

26. 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, 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 the provisions necessary to address matters related to students with disabilities including special education and other federal requirements.

Students in Other Student Groups

27. For Foster Youth and 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 the student group;
- How the charter school will identify and meet the needs of students in the 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.

For Charter Schools Identified as “High Performing” by the CDE

28. Describe the manner in which the school will share promising practices of the charter school with other traditional and charter public schools serving similar grade levels.

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 section 60605 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.

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

For Items 1 through 4 below, 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 referencing the table (e.g., “See LCFF table in Element 1”).

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).

- The charter school's unique educational goals or objectives, including description of the knowledge, skills, and attitudes to be measured.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

2. Performance Targets Aligned to State Priorities

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). 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 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 charter school's plan for assessing student academic growth and achievement of the standards and measurable goals for the grade level.

Other Performance Targets

4. In chart or table format, for all other measurable goals, 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.

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 use of data to inform curriculum, instruction, intervention, and enrichment;
- The 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 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 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))

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

Governance Structure

1. Describe the charter school's governance structure.

Include:

- Organizational chart that shows:
 - ❖ Supervisorial, 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.

2. **Governing Board Composition and Member Selection** (ensure consistency with Bylaws, where applicable).

Describe the composition of the charter school's governing board. Explain how this composition will support effective charter school governance.

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.

3. **Governance Procedures and Operations** (ensure consistency with Bylaws, where applicable).

Describe the meeting requirements and procedures of the governing board and its committees, if any.

Include:

- Location and frequency of governing board and committee meetings;
- Process and timeline for setting annual calendar of governing board and committee meetings;
- Location(s) for posting governing board and committee meeting agendas;
- Specific procedures that will ensure compliance with Brown Act requirements and other public transparency laws including Ed. Code §47604.1.

4. Describe the governing board's decision-making procedures Address:

- Quorum requirements;
- Board action (voting) requirements;
- Abstention and teleconference participation.

Stakeholder Involvement

5. 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 charter 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 charter school employee classes/positions, including administrators, certificated staff, and classified staff.
2. For each key position/class identified above, 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) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) 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 should include 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, 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 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 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** the current 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)."

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." (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 charter 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 modeling 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.

Grounds for Suspension and Expulsion

2. Identify the scope of the charter school's disciplinary jurisdiction (e.g., location, day/time, activity).

Suspension

3. Identify and describe:
 - All offenses for which students must be suspended (i.e., non-discretionary suspension);
 - All offenses for which a student may be suspended (i.e., discretionary suspension).

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

4. In accordance with Ed. Code. Section 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

5. Identify and describe:

- All offenses for which students must be recommended for expulsion (i.e., mandatory recommendation for expulsion);
- All offenses for which a student may be recommended for expulsion (i.e., discretionary recommendation for expulsion); describe 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 provide adequate safety for students, staff, and visitors to the charter school and serve the best interests of students.

In-School Suspension

6. 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 his/her 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 adequately provides 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 above.

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 Program (IEP) 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 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 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 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;
 - How interim placement pending the expulsion proceeding will be addressed, including interim placement for students with disabilities;
 - 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 charter 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 processes, following completion of the term of expulsion, for:
- Reinstatement (process for clearing the active expulsion order from the student's record)
 - Readmission (process for considering the student's readmission to the charter school)

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 charter 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 should include, in addition to the FSDRL, the following:

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

Element 13: Rights of District Employees

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

A "reasonably comprehensive" petition should include the following FSDRL statement:

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)(O))

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: Certificate of Completeness

Place the Certification of Completeness (original or digital signature(s)) in this folder

Folder 3: Governing Board Resolution

- ❖ The charter school’s governing board resolution that authorizes submission of the charter school renewal petition application and identifies the lead petitioner(s), Director/Principal, Executive Director/Chief Executive Officer (if applicable), and Financial Manager **or equivalent (who manages day-to-day finances at the school site or the organizational level, and cannot be the same person as the Director/Principal, Executive Director/Chief Executive Officer, or equivalent)**. The resolution must have been adopted within the last 12 months prior to submission. The submitted document may be a copy of the original document.

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

Folder 4: 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 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 5: Budget, Fiscal Policies and Procedures

- ❖ Ensure that the budget includes annual budgets, monthly cash flow projections, and budget assumptions include the current year that aligns with the school's actual enrollment or the current year's Norm Enrollment, if available. **Budget, cash flow projections, and budget assumptions should cover:**
 - **Middle and High Performing Schools:** Current year **plus** five (5) future years* (6-year total)
 - **Low Performing Schools:** Current year **plus** two (2) future years* (3-year total)

***Note that the specified future years do not represent the approved renewal terms for the charter school nor guarantee approval of the renewal petition application.**

- ❖ 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 budget assumptions include, but are not limited to, the following:
 - Projected class size
 - Indicate the projected class size based on different grade levels
 - Projected enrollment by grade level
 - Enrollment projections (including the school's maximum enrollment capacity) should be reasonable, taking into consideration the charter school's situation, including its historical and current enrollment trends.
 - The projected enrollment rollout should be detailed by grade level for each year, with Year 1 representing the first year of the renewing charter term and subsequent years following sequentially.
 - The enrollment information reflected in the budget submitted with the petition should match the enrollment information indicated in the "General Information" chart found at the beginning of Element 1, as well as the petition's Enrollment Rollout Plan (applicable if the charter school is not fully rolled out with authorized grade levels).
 - Projected Average Daily Attendance (ADA) percentages
 - LCFF funding rates
 - Unduplicated pupil percentage
 - 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 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 the charter school's facility costs, irrespective of any potential Proposition 39 facilities.
- ❖ Ensure that the submitted fiscal policies and procedures are the most current version and approved by the charter school's governing board, even if no recent updates were made. These fiscal policies and procedures, and minutes should be from the school year in which the charter school's current charter expires (i.e., the renewal year) or the last quarter of the prior year.
- Ensure that the submitted governing board meeting minutes reflect the board's approval of the submitted current fiscal policies and procedures.

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.

Folder 6: 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 the 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 has offered 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 7: Due Diligence Questionnaire and Acknowledgement Forms and Resumes

- ❖ The 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 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 Independent Charter School Renewal Petition Application Intake Checklist posted on the CSD website).

Folder 8: Governing Board Member Questionnaires

- ❖ 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 Independent Charter School Renewal Petition Application Intake Checklist posted on the CSD website.

Folder 9: 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 10: Verified Data, Including Post-Secondary Outcomes, Submitted for Consideration

Middle Performing Charter Schools Only (prior to January 1, 2026)⁷

- ❖ Include the publisher’s identified verified data report(s).
For example:
 - i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 - i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
 - MAP Growth by NWEA: *Student Growth Summary Report*
 - Star Assessment by Renaissance: *Star Growth Report*

Note:

- The LAUSD Board shall only consider academic progress indicators and postsecondary indicators on the approved verified data list adopted by the

⁷ It is our understanding that there is pending legislation related to verified data; please continue to track any legislative updates related to renewal.

State Board of Education pursuant to Ed. Code § 47607.2(c) (Link: [Approved List](#)).

- Submitted verified data reports:
 - Should represent beginning of the year and end of year data for one year's growth;⁸
 - Should include schoolwide data and data disaggregated by student groups;
 - Should demonstrate at least 95% participation rate;
 - Should include at least the two most recent years of data.
- High Schools can submit one or both of the following: academic progress indicators demonstrating the school achieved measurable increases in academic achievement as defined by at least one year's progress for each year in school or strong postsecondary outcomes as defined by college enrollment, persistence, and completion rates equal to similar peers.
- Refer to the CDE's guidance on the postsecondary indicators adopted to measure college enrollment, persistence, and completion.
 - Additional information on postsecondary outcomes are available in [November 2020 SBE Agenda Item 14](#).

⁸ Each vendor provided guidance on evaluating for one-year's progress. This guidance is listed in Attachment 1, Table 2 of [November 2020 SBE Agenda Item 14\(DOCX; Posted 23-Oct-2020\)](#) and Attachment 1, Table 4 of [May 2023 SBE Agenda Item 02 \(DOCX; Posted 05-May-2023\)](#). Consult the publisher for any updates regarding evaluating one year's progress.