



CHARTER SCHOOLS DIVISION

Los Angeles Unified School District

INDEPENDENT CHARTER SCHOOL RENEWAL PETITION APPLICATION GUIDE for 2024-2025

Updated
May 22, 2024

Dear Charter School Renewal Team:

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

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

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

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

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

An approved charter is the foundational document that directs and guides a charter school's operations and embodies the charter school's commitment to the public to provide a high-quality educational opportunity to the community it serves. A charter school approaching the end of its current charter term must have demonstrated that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act.

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* 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.

Again, thank you for your hard work in service to students and families. Please do not hesitate to contact the Charter Schools Division at (213) 241-0399 if you have any questions about the renewal petition application process.

Sincerely,

José Cole-Gutiérrez
Director, Charter Schools Division

INTRODUCTION

The LAUSD Charter Schools Division (“CSD”) has prepared this independent charter school renewal petition application guide in order to assist petitioner teams in gaining a clear understanding of what should be included in a renewal petition application, i.e., a petition that can be deemed to be educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. We encourage petitioner teams to review CSD guidance, the *LAUSD Policy and Procedures for Charter Schools* (“Policy”) and applicable legal requirements, both prior to and during the development of their renewal petition application(s). Petitioner teams should also use it to review their renewal petition application before making an intake appointment with the CSD. This guide serves as a supplemental tool to the Policy.

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.

IMPORTANT NOTE REGARDING MATERIAL REVISION DURING THE RENEWAL YEAR: In preparing a renewal petition application, most charter schools make proposed changes to their charters to reflect current practices and updated legal requirements. If the petitioner teams desire to make proposed changes to the charter, and so long as those proposed changes are deemed non-material, they can be incorporated into the renewal petition application.

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

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.

- 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 nonclassroom-based program
- Change from independent charter school to affiliated charter school status. (See Policy, Section K, Affiliated Charter Schools, for details on process)

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.

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.

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.

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

Resources for Petitioners

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

Annual Oversight Visit in the Renewal Year

By statute, the District must visit each of its authorized charter schools at least annually. In order to ensure District staff considers the most recent information and evidence available in making its renewal recommendations, the CSD endeavors to conduct its annual oversight visits to independent charter schools seeking renewal in the fall of the renewal year, or alternatively in the preceding spring, as appropriate. For further information regarding the renewal oversight visit process and schedule, please contact the CSD administrator assigned to the specific charter school.

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.

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.

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” 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 charter school and the date of submission
2. Digital Subfolders that correspond to the names and order of the numbered items (#1 - #9) on the “Independent Charter School Renewal Petition Application Checklist”
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 the renewal petition application should not exceed 3 MB. (In particular, please minimize the number of graphics and consider eliminating photographs, which are the two primary elements that result in large files.) The CSD must be able to send the application documents via electronic mail (email) to various District staff for their review.

CURRENT AND ACCURATE INFORMATION AND DOCUMENTS

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. 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.

SPECIFIC PETITION 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.

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 name and title of the contact person for the Charter School is:	
• The contact address for the Charter School is:	
• The contact phone number for the Charter School is:	
• The current address of the Charter School is: <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.)	
• This location is in the LAUSD Board District:	
• This location is in the LAUSD Region:	
• The grade configuration of the Charter School is:	
• The number of students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	
• The grade level(s) of the students in the first year will be:	
• The Charter School's scheduled first day of instruction in 2024-2025:	
• The total enrollment capacity will be: ⁴ (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	
• The regular bell schedule (e.g., daily hours) for the Charter School will be:	
• The term of this Charter for Middle and High performing schools ⁵ :	July 1, 2025-June 30, 2030
• 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, 2025-June 30, 2027

Community Need 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.

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 rollout plan and submitted budget.

⁵ The rollout plan should be aligned with the charter term as identified above.

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. This determination will be made after submission and review from the Charter Schools Division and may necessitate petition revision to ensure alignment with the charter term.

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

Student Population to Be Served

- Identify and describe the charter school's target student population.
Address:
 - Grade levels to be served
 - Specific student educational interests, backgrounds, or challenges
 - Other relevant characteristics of the targeted student population
- 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.⁵ See sample templates below.

NOTE: If identified as Low Performing by the California Department of Education, please amend as noted above.

5-year Term Enrollment/Roll-Out Plan					
Grade	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
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/Roll-Out Plan		
Grade	2025-2026	2026-2027
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: The enrollment capacity in the “General Information” chart found at the beginning of Element 1 should be reflected in the Enrollment Roll-Out Plan and the budget submitted with the 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.

Goals and Philosophy

5. Provide clear, concise school vision and mission statements that match the needs of the targeted student population and align with the 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 student population.
8. Describe briefly how the charter school's goals will enable students to become and remain self-motivated, competent, and lifelong learners.
9. Address the requirements of Ed. Code § 47605(c)(5)(A)(ii), including:
 - Description of the 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, 2025)	
GOAL #1	
	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
Expected Annual Measurable Outcomes	
Outcome #1:	
Metric/Method for Measuring:	

APPLICABLE STUDENT GROUPS	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						
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						
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						
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 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 charter school's curriculum. (California State Standards (CA CCSS) or other state content standards within the petition may be incorporated by citation/reference).
Identify and describe:
 - Integral features and components of the charter school's educational program by subject area, including, but not limited to, the following subject areas:
 - ❖ English Language Arts
 - ❖ English Language Development/English as a Second Language
 - ❖ Mathematics
 - ❖ History-Social Science
 - ❖ Science
 - ❖ Visual and Performing Arts

- ❖ Health and Physical Education
- ❖ World Languages (grades 7-12)
- ❖ Electives and other courses/areas of study required for graduation/A-G requirements (secondary schools)

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

- Intervention and enrichment programs;
 - Include a statement to indicate whether or not independent study will be offered to students (Note: charter schools may offer independent study but are not required to). If independent study will be offered, briefly describe the program and how it will be consistent with applicable law;
 - Curricular and instructional materials, e.g., textbooks and computer-based resources, to be used in each subject area/course/program/grade level/grade span, as appropriate.
14. **For span and secondary schools:** Provide a comprehensive course list or table that shows all course offerings for all grades to be served. **For high schools:** Identify which courses will meet A-G and graduation requirements. See the partial sample template below:

Subject Area	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.
English Language Arts			[Enter title(s) of specific course(s) to be offered]					
Mathematics								
History- Social Science								

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

15. Describe the instructional methods and strategies that the charter school will use to deliver the curriculum.
16. Explain how the charter school’s instructional methodologies and curriculum, including instructional materials, will support implementation and ensure student mastery of the California content and performance standards, including but not limited to the Common Core State Standards, the Next Generation Science Standards, and the current English Language Development standards. **(The standards within the petition may be incorporated by citation/reference.)**

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

For high schools (items 16-19):

18. Describe the charter school's specific graduation requirements, including the number/type of units required. Explain how the charter school program and course schedule will enable all students to meet graduation requirements and A-G requirements within four years. Include if A-G is required for graduation and what grade is needed for A-G credit.
19. Additionally address:
- How the charter school will ensure it provides sufficient credit recovery opportunities and support;
 - How the charter school will ensure 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.
20. 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.
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 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.)

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).)*

Transitional Kindergarten

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

Academic Calendar and Schedules

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

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

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

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

Professional Development

27. Describe how the charter school will provide ongoing professional development to ensure that teachers have the capacity to deliver the educational program. Include a professional development plan, specifying a list of topics, for the first year of the new charter term.
28. Describe how the charter school will recruit credentialed teachers who are qualified to deliver the educational program, including any key and/or innovative components of the program. Include the charter school's plan to provide new teacher professional development to support the implementation of the charter school's specific educational program.

Meeting the Needs of All Students

English Learners

29. Describe how the charter school's educational program will meet the needs of English Learners (ELs). Specify whether the charter school will adopt and implement the LAUSD Master Plan for English Learners and Standard English Learners or implement its own English Learner Master Plan.

Describe:

- Process for identifying English Learners;
- Educational program(s) for English language acquisition, including how, where, and by whom the English Learner program components will be provided and how the program(s) will ensure that students make adequate progress toward mastery of the ELD standards;
- How the charter school will use the results of the English 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

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

Address:

- Whether and how the charter school will identify GATE students;
- How the charter school will determine and meet the educational needs of gifted and talented students and students achieving above grade level, including how, where, and by whom the relevant instructional program components, services and/or supports will be provided;
- How and by whom the charter school will monitor the progress of gifted and talented students and students achieving above grade level;
- Describe who the onsite designee will be for parents to contact regarding GATE.

Students Achieving Below Grade Level

31. Describe how the charter school will meet the needs of students achieving below grade level.

Address:

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

Socioeconomically Disadvantaged/Low Income Students

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

Address:

- How the charter school will identify students in this student group;
- How the charter school will identify and meet the unique needs of students in this group, including how, where, and by whom the relevant services, supports, and/or enrichment opportunities, will be provided;
- How and by whom the charter school will monitor the progress of students in this student group.

Students with Disabilities

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

Students in Other Student Groups

33. For Foster Youth 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

34. 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.

“A Typical Day”

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

Element 2: Measurable Pupil Outcomes and

Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for pupil subgroups served by the charter school, as that term is defined in Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B))

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

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

NOTE: The FSDRL includes a specific assurance that the charter school must

“meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code 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:

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).

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

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

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

2. In chart or table format, identify and describe specific performance targets (pupil outcomes), for all pupils (i.e., all students) and for each significant pupil group identified pursuant to Ed. Code § 52052, that align with the eight (8) state priorities identified in Ed. Code § 52060(d). **Please be sure to incorporate all of the specific metrics set forth in Education Code section 52060(d) that are applicable to the grade levels served by the 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 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. **If included in the LCFF table in Element 1, such goals do not need to be repeated here but can be incorporated herein by reference to the table.**

Other Performance Targets

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

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

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

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

Data Analysis and Reporting

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

Grading, Progress Reporting, and Promotion/Retention

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

Element 4: Governance

"The governance structure of the 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.

Governing Board Composition and Member Selection

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

Governance Procedures and Operations

4. Describe the meeting requirements and procedures of the governing board and its committees, 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.
5. Describe the governing board's decision-making procedures (ensure that procedures in petition are consistent with Bylaws).
Address:
 - Quorum requirements;
 - Board action (voting) requirements;
 - Abstention and teleconference participation.

Stakeholder Involvement

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

Element 5: Employee Qualifications

"The qualifications to be met by individuals to be employed by the 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 all charter school employee classes/positions, including administrators, certificated staff, instructional support staff, and classified staff.
2. For each key position/class, provide a job description and describe the minimum and desirable qualifications.

Element 6: Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F)).

A “reasonably comprehensive” petition will 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** any proposed preferences in admission to be provided, including an explanation of the charter school's rationale for providing such preferences. **Students who reside in LAUSD must be afforded the highest priority in the list of preferences.** Refer to *Ed. Code 47605(e)(2)(B)*.
4. Describe the manner in which the charter school will conduct a public random drawing in the event that the number of students who wish to attend the school exceeds the charter school's capacity.
Describe:
 - Open enrollment period(s) or timeline, and related enrollment procedures;
 - Method(s) that the charter school will use to communicate to all interested parties the timeline, rules, and procedures to be followed during the open enrollment and lottery processes;
 - Method that the charter school will use to ensure lottery procedures are fairly executed and that interested parties may attend and observe;
 - Date, time, and location for the lottery each year, if needed;
 - Procedures that the charter school will follow to determine waiting list priorities based upon lottery results and to enroll students from the waiting list;
 - Means by which the charter school will notify parents/guardians of students who have been offered a seat as a result of the lottery or from the waiting list following a lottery, and the procedures and timelines under which parents/guardians must respond in order to secure admission;
 - Method for documenting the fair execution of lottery and waitlist procedures.

Element 9: Annual Financial Audits

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

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

Annual Audit Procedures

1. Specify what position at the charter school is responsible for:
 - Contracting with an independent auditor to conduct the required annual financial audit. This auditor must be on the California State Controller's list of auditors approved to conduct charter school audits.
 - (<https://cpads.sco.ca.gov/CPAList.aspx>)

- Working with and providing to the independent auditor all necessary information to complete the audit.
 - Ensuring that the independent auditor sends the completed audit to the required agencies by the statutory deadline.
2. Describe the process that the charter school will employ to address and resolve any deficiencies, findings, material weaknesses, or audit exceptions identified in the annual independent financial audit and the position at the charter school responsible for administering this process.

Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)” (Ed. Code § 47605(c)(5)(J)).*

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

School Climate and Student Discipline System

1. Describe the charter school’s student discipline philosophy consistent with the principles of the District’s *Discipline Foundation Policy*, and the *School Discipline Policy and School Climate Bill of Rights* Board of Education resolution. Identify the charter school’s approach to developing and maintaining a positive school climate and strategies for preventing and mitigating the need for disciplinary measures.

Address:

- School-Wide Positive Behavior Intervention and Support (SWPBIS): Describe the charter school’s systemic approach to teaching and managing behavior in schools, with the goal of creating and maintaining positive school environments;

- Tiered Behavior Intervention: Describe the 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.

In-School Suspension

2. Address whether and how the charter school will authorize and implement in-school suspension, including:
 - Where the student(s) will be serving the suspension on-campus;
 - Who will be supervising the student(s);
 - How the student(s) will receive 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 below.

Grounds for Suspension and Expulsion

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

Suspension

4. Identify and describe:

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

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

5. In accordance with Ed. Code. 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

6. Identify and describe:

- All offenses for which students must be recommended for expulsion (i.e., mandatory recommendation for expulsion);
- All offenses for which a student may be recommended for expulsion (i.e., discretionary recommendation for expulsion); describe the additional findings that are required in order to make a discretionary recommendation for expulsion (e.g., other means of correction repeatedly failed to bring about proper conduct).

NOTE: If these lists of offenses are not aligned with the lists of offenses set forth in the Education Code for other public schools, explain the rationale for

the difference(s) and how the lists provide adequate safety for students, staff, and visitors to the charter school and serve the best interests of students.

Out-of-School Suspension Procedures

7. Describe the charter school's specific rules and procedures for student suspension from school, including:
 - An assurance that the process for investigating incidents and collecting evidence will be fair and thorough;
 - The position(s) that is/are authorized to suspend students;
 - How the charter school will provide the student with adequate notice of the reason for potential disciplinary action and a meaningful opportunity to be heard prior to suspension;
 - How the charter school will provide the parents (and foster youth representatives, if applicable) with adequate notice of the reason for the disciplinary action;
 - How and to whom a parent/student may appeal a suspension decision.
8. Identify the maximum number of days a student may be suspended for any single offense and the maximum total number of days a student may be suspended within one academic year. Address students in general education as well as students with an Individualized Education 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 to the student and parent (and foster youth representatives, if applicable) adequate notice of the reason for disciplinary action and a meaningful opportunity to be heard prior to making an expulsion recommendation;
 - Who has the authority, and what process must be followed, to make an expulsion recommendation;
 - How the charter school will provide to the student and parent (and foster youth representatives, if applicable) adequate notice of the issuance of an expulsion recommendation and notice of the hearing, including information regarding reasonable accommodations and language support, special rules and

- procedures for incidents involving sexual assault and/or battery, presentation and cross-examination of witnesses and other evidence, representation by counsel or other advocate, and other due process protections and rights;
- 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 school's policies and procedures regarding rehabilitation plans, including the term of expulsion, criteria to be set forth in the plan, and the timelines and process for reinstatement and/or readmission following completion of the term of expulsion.

Element 11: Employee Retirement Systems

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

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

Certificated Staff Members

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

Classified Staff Members

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

Other Staff Members

3. Specify the retirement system(s) in which the charter school will participate for any other staff position(s) not included in the other two categories above and identify the position(s) that will be responsible for ensuring that appropriate arrangements for that coverage have been made and will be sustained. If the charter school elects to participate in CalPERS, include a statement acknowledging that the 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: CERTIFICATION OF COMPLETENESS (original or digital signature(s))

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 and FISCAL POLICIES AND PROCEDURES

- ❖ Ensure that the budget includes annual budgets, monthly cash flows projections, and budget assumptions, including the current year (that aligns with the school's current enrollment or its current year's Norm Enrollment, if available) and the specified future years* (that align with the enrollment rollout table in the renewal petition (under the Element 1 section)) below:
 - **Middle and High Performing Schools:** Five (5) years
 - **Low Performing Schools:** Two (2) years
- *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 different grade levels
 - Projected enrollment by grade level
 - The enrollment information reflected in the budget submitted with the petition should match the enrollment information indicated in the petition's enrollment rollout plan

- Enrollment projections should be reasonable taking into consideration the charter school's situation, including its historical and current enrollment trends
- 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 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 in the school year in which the charter school's current charter expires (i.e., the renewal year) or in the last quarter of the prior year.
 - Ensure that the submitted governing board meeting minutes reflect the governing board's approval of the submitted current fiscal policies and procedures, even if there were no recent updates.

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 and RESUMES

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