

SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT

OCEAN GROVE CHARTER SCHOOL

Petition Application Review Checklist

Initial Charter Petition
 Annual Performance Audit
 Charter Renewal

REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL (Education Code 47605(a))			
• 50% of permanent status teachers of school to be converted	Yes	No	N/A
REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL (Education Code 47605(a))			
• 50% of parents/guardians of number of students expected to attend charter school for its 1 st year of operations	Yes	No	N/A
OR			
• 50% of the number of teachers expected to teach at the charter school during its 1 st year of operation	Yes	No	N/A

REQUIRED AFFIRMATIONS (Education Code 47605(d)(1))			
Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability	Yes	No	N/A

REQUIRED ELEMENTS (Education Code 47605(A)-(P))					
A. Educational Program	Page	Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/> 1. Targeted School Populations					
◆ Age, grade levels and number of students					
◆ Type of desired student populations					
◆ Evidence of inclusion of Sp Ed, Low Income, etc. (<i>all subgroups are represented</i>)					
<input type="checkbox"/> 2. Attendance					
◆ School year and school day					
Attendance requirements					
<input type="checkbox"/> 3. What it means for all students to learn at high levels					
<input type="checkbox"/> Grade level essential standards in ELA, Math, Science					
<input type="checkbox"/> Clear instructional goals and essential math standards path from K through Algebra					
<input type="checkbox"/> Clear plan that ensures all Charter students will meet AYP growth targets (e.g. Safe Harbor)					

- Required to be included in charter petition and/or Memorandum of Understanding.
- ◆ Strongly suggested to ensure that charter elements are reasonably comprehensive.
No legend indicates that while not necessarily recommended, they would be nice to include.

<input type="checkbox"/>	4. Description of Effective Learning Environment and Research-Based Instructional Strategies	Page	Strong	Sufficient	Insufficient	N/A
◆	Essential Standards & Learning Goals for K – 11 ELA and Math					
◆	Program outline for grade level Science, Social Studies, Arts, and P.E. (K-12)					
◆	• Description of instructional strategies emphasized in each core content area / grade level					
◆	• Description of learning setting (e.g. traditional, home-based, distance learning, etc.)					
◆	• Timeline for developing Essential Standards and Learning Goals.					
◆	Proposed program clearly aligned to district’s strategic plan and Charter’s mission					
◆	Outlines a plan or strategy to support students not meeting learning goals					
◆	Describes instructional strategies for special education, Limited English Proficient students, etc					
Comments:						
<input type="checkbox"/>	B. Measurable Student Outcomes – “Exit Outcomes” or “Graduation Standards”	Page	Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/>	Pupil outcomes are measurable, i.e. specific assessments listed for each essential ELA & Math standard					
◆	How pupil outcomes will address state content and performance standards in core academics					
◆	Concise (one page for each subject area) list of exit outcomes encompass specific skills for ELA & Math (K-12)					
	Affirmation that “benchmark” skills and specific classroom-level skills will be developed					
◆	Affirmation/description that exit outcomes will align to the district strategic plan, standards aligned curriculum and local assessments					
◆	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the “A-G” requirements					
◆	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc					
◆	Acknowledges that exit outcomes and performance goals may need to be modified over time					
◆	If high school, graduation requirements defined that meet ESEA AYP requirements					
◆	If high school, WASC accreditation standards addressed					
◆	If high school, plan to maintain 95% proficiency rate on CAHSEE for 10 th grade students, and 100% passing rate by 12 th grade					
<input type="checkbox"/>	Assurance that students in Grades 2-11 will participate in annual CST assessment plan to secure 100% participation in CST, PFT, and CAHSEE.					

C. The Method by Which Pupil Progress in Meeting the Pupil Outcomes Will be Measured	Page	Strong	Sufficient	Insufficient	N/A
◆ At least one assessment method or tool listed for each of the exit outcomes and is aligned with grade level standards					
◆ Assessments include multiple, valid and reliable measures using traditional/alternative tools					
☐ Assessment tools include all required state assessments (CST, PFT, CAHSEE)					
◆ Any local assessment clearly measures student learning of grade level content standard					
◆ Affirmation/description of how assessments align to the district strategic plan, standards aligned curriculum and local assessments					
◆ Describes minimal required performance level necessary to attain each standard					
◆ Outlines a plan for collecting, analyzing and reporting student/school performance data					
Comments:					
D. Governance Structure of School Including, But Not Limited to, Parental Involvement	Page	Strong	Sufficient	Insufficient	N/A
☐ Describes what role parents have in the school					
☐ SLVUSD Board of Trustees governs the SLV Charter School					
Comments:					
E. Qualifications to be Met by Individuals to be Employed by the School	Page	Strong	Sufficient	Insufficient	N/A
◆ Identifies key staff positions with the school					
◆ Describes specific key qualifications (knowledge, experience, education, certification, etc)					
☐ All teachers are highly qualified, including CLAD certified					
Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications					
Comments:					

F. Health and Safety Procedures	Page	Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/> Each employee is fingerprinted and has current TB test					
◆ Outlines specific health and safety practices addressing such key areas as:					
◆ • Fire drills and lock down drills are discussed and practiced					
◆ • Immunizations, health screenings, administration of medications					
◆ • Tolerance for use of drugs and/or tobacco					
◆ • Staff training on emergency and first aid response					
References/accompanied by more detailed set of health and safety related policies/procedures					
Comments:					
G. Means to Achieve a Reflective Racial and Ethnic Balance	Page	Strong	Sufficient	Insufficient	N/A
◆ Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic groups					
Comments:					
H. Admissions Requirements	Page	Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/> Mandatory assurances regarding non-discriminatory admission procedures					
<input type="checkbox"/> No contradiction of admissions requirements re: conversion schools and public random drawings					
◆ Clearly describes admissions for all titles					
Proposed admissions and enrollment process and timeline					
Comments:					
I. Financial Audit	Page	Strong	Sufficient	Insufficient	N/A
◆ District auditors will audit SLVUSD Charter					
Comments:					
J. Pupil Suspension and Expulsion	Page	Strong	Sufficient	Insufficient	N/A
◆ Detailed, step-by-step process by which student may be suspended or expelled. Provide additional					

steps as dictated by Ed Code for Special Education students.					
◆ Reference to a comprehensive set of student disciplinary policies					
◆ Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students					
◆ Policies balance students' rights to due process with responsibility to maintain a safe learning environment					
◆ Explains how resident school district or COE will be involved in disciplinary matters					
Comments: Does Charter distribute the annual "notice to parents"?					
K. Staff Retirement System					
	Page	Yes	No	N/A	
<input type="checkbox"/> Statement of staff will participate in STRS and PERS					
Comments:					
L. Attendance Alternatives					
	Page	Yes	No	N/A	
<input type="checkbox"/> States that students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives					
Comments:					
M. Description of Employee Rights					
	Page	Yes	No	N/A	
<input type="checkbox"/> Acknowledgement that collective bargaining contract in district will be controlling and all permanent employees are part of the District's seniority list.					
Comments:					
N. Dispute Resolution Process					
	Page	Strong	Sufficient	Insufficient	N/A
◆ District Union contracts and Board Policies are binding					

Comments:

O. Labor Relations	Page	Yes	No	N/A
<input type="checkbox"/> Covered in District collective bargaining process				

Comments:

P. Closure of Charter School	Page	Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/> The District will notify the State if SLVUSD Charter School closes.					

Comments:

ANNUAL PERFORMANCE AUDITS

<input type="checkbox"/>	Page	Strong	Sufficient	Insufficient	N/A
Petition/MOU describes what will occur during audits, including:					
<ul style="list-style-type: none"> • Review of each component of Initial Charter Petition for compliance 					
<ul style="list-style-type: none"> • Analysis of whether goals are being met 					
<ul style="list-style-type: none"> • Data on level of parent involvement in governance of school 					
<ul style="list-style-type: none"> • Summary data from annual student/parent satisfaction survey 					
<ul style="list-style-type: none"> • Data regarding numbers of staff, their qualifications and verification of credentials 					
<ul style="list-style-type: none"> • Copy of health/safety procedures and summary of any major changes 					
<ul style="list-style-type: none"> • Determination of the suitability of the facility in terms of health and safety 					
<ul style="list-style-type: none"> • Determination of the suitability of the facility in terms of educational utility 					
<ul style="list-style-type: none"> • Review copies of all required documentation (e.g. leases, insurance, etc) 					
<ul style="list-style-type: none"> • Overview of admission practices 					
<ul style="list-style-type: none"> <input type="checkbox"/> Number of actual students enrolled 					
<ul style="list-style-type: none"> <input type="checkbox"/> Waiting Lists 					
<ul style="list-style-type: none"> <input type="checkbox"/> Expulsions and suspensions 					
<ul style="list-style-type: none"> • Analysis of any internal/external dispute resolutions 					
<input type="checkbox"/> Site visit by granting agency including observation of the instructional program					
Comments: Report to indicate: <ul style="list-style-type: none"> • 100% participation rate in SBAC, PFT, CAHSEE • 100% of 10th Grade students participate in the Algebra test (minimum) • API increases by 10% annually 					
Geographic and Site Limitations	Page	Yes	No	N/A	
<ul style="list-style-type: none"> ◆ Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district 					
<ul style="list-style-type: none"> • If not, does the Petition demonstrate any basis for an exception 					
<ul style="list-style-type: none"> ◆ Does the Petition identify where the school will operate 					
Grade Level Limitations					
<ul style="list-style-type: none"> ◆ Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels 					
Comments:					

EFFECTIVE DATE	Page	Yes	No	N/A
◆ Does the Petition demonstrate that the charter school will commence operation by September 30 of a fiscal year				
Comments: 				
ANNUAL FINANCIAL REPORT	Page	Yes	No	N/A
◆ Does the Petition demonstrate that the charter school shall provide the district with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Education				
Comments: 				

CHARTER RENEWAL
Did the Charter School Do What It Said It Would Do?

Questions to Address	Page	Strong	Sufficient	Insufficient	N/A
<input type="checkbox"/> Terms of the Charter					
Are all the required terms of the charter in place, including changes in Charter School Law and Regulations?					
Are all the terms of the original/amended charter fully implemented?					
Are the implemented programs consistent with the terms of the charter?					
Are the operations consistent with the terms of the charter?					
<input type="checkbox"/> Academic Program					
Has the school made reasonable progress in meeting internally established goals?					
Is student performance significantly improved and/or consistently strong as indicated by test results, API and AYP?					
<input type="checkbox"/> Viability of School					
Financially solvent?					
Enrollment stable and near capacity?					
Professional staff competent?					

	Page	Yes	No	N/A
<input type="checkbox"/> Submit charter renewal proposal in accordance with timelines and process outlined in Ed Code 47607				
<input type="checkbox"/> If approved, authorizing School District forwards notice to CDE and other agencies as required by law				

Comments: