

Mountain Empire Unified School District Staff Renewal Report Compass Charter School

On September 19, 2024, Compass Charter School submitted a request for renewal to Mountain Empire Unified School District. If approved the request would renew the charter term for the period from July 1, 2025 through June 30, 2030.

In compliance with Education Code 47605(b), the Mountain Empire Unified School District held a Public Hearing on November 12, 2024 to consider the petition's support level. The Mountain Empire Unified School District will conduct a second public hearing and render its decision on the request for renewal on December 17, 2024. This Staff Report, including findings of fact, was shared with Compass Charter on November 20, 2024, which is at least fifteen (15) days prior to the determination.

Criteria for Renewal

Education Codes 47605 and 47607 guide the authorizer in reviewing petitions for the renewal of charter schools. The authorizer is also required to consider the schoolwide performance and performance of all student groups on state and local indicators with a greater weight on measurements of academic performance (EC 47607(b)(1)).

Petition Elements

Charter renewals are governed by the standards and criteria described in EC Section 47607(b) and 47605. These shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

Performance Levels

Based on the charter school's performance on the CA Dashboard, academic achievement indicators: CAASPP ELA and math; English Language Proficiency (ELPI) and the College Career Indicator (CCI) in the two consecutive years immediately preceding the renewal decision, the CA Department of Education places a charter school into one of the three performance level categories: 'high,' 'medium,' or 'low.' High level schools may be renewed for 5-7 years; medium level schools for five years, and low level schools are denied renewal or may receive a two-year conditional renewal.

In the 'high' and 'middle' levels, the charter is presumed to be renewed unless one or more denial criteria are met.

In the 'low' level, there is a presumption of denial unless there is sufficient evidence the school is making progress toward renewal. The authorizer may renew a charter that meets the following criteria:

1. The charter school is taking meaningful steps to address the underlying cause or causes of low level, and those steps are reflected, or will be reflected, in a written plan adopted by the charter school's governing body.
2. There is clear and convincing evidence showing either of the following:
 - a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
 - b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
 - c. Growth shall be demonstrated by verified data.

Reasons for Denial

The authorizer may deny the renewal of a petition if it makes written factual findings that the charter school failed to meet the standard for renewal outlined in E.C. §47607:

1. The charter school will provide an unsound educational program for students during the term of its charter;
2. The charter school is demonstrably unlikely to successfully implement the program set forth in the petition;
3. The petition does not contain the necessary affirmations set forth in the Charter Schools Act (new petitions only);
4. The petition does not contain reasonably comprehensive descriptions of the fifteen required elements set forth in the Charter Schools Act.
5. The petition does not declare whether the charter school shall be deemed the exclusive public employer of the charter school employees for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

Notwithstanding E.C. §47607(c), 47607.2(a), and 47607.2(b), pursuant to 47607(e), the board may also deny renewal of any charter school upon a finding that:

6. The charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors; or
7. The charter school is not serving the pupils who wish to attend, as documented by E.C. 47607(d).

The authorizer must provide 30 days' notice with a reasonable opportunity to cure the violation and make a finding that either:

- The corrective action proposed by the charter school has been unsuccessful; or
- The violations are sufficiently severe and pervasive as to render a corrective action unviable

Introduction and Procedural Background

Compass Charter Schools of San Diego was founded and granted its first charter in 2012. CCS's goal was to offer the community a personalized educational program that was different from those more commonly available. CCS offers the opportunity for students with extracurricular activities including sports, dance, and acting to continue those activities without jeopardizing their education. Additionally, for students who needed a different educational experience, CCS offers a safe place to learn.

CCS has continuously reflected upon and improved their educational program, opportunities for scholar and family engagement, and scholar/teacher interactions. They actively participate in organizations such as the California Charter Schools Association, APlus+, and The Charter Schools Development Center.

CCS currently serves a 819 scholars, 51.4% of whom are socioeconomically disadvantaged and 11.6% of whom are English Learners. CCS's current charter term expires on June 30, 2025 and it is seeking a five-year renewal term beginning July 1, 2025 and ending June 30, 2030.

On September 19, 2024, the District received a copy of Compass Charter School's Renewal Petition, along with a signed certification from Liz Brenner, Lead Petitioner and Superintendent, deeming the Renewal Petition to be complete.

On November 12, 2024, the District's Board of Trustees ("Board") held a public hearing to determine the level of support for the Renewal Petition by teachers, other District employees, and parents/guardians.

On December 17, 2024, the District's Board will hold a public hearing on the Renewal Petition during which time the Board will take action to either grant or deny the Renewal Petition.

As noted in the matrix and in further detail, District staff has conducted a comprehensive review of the Renewal Petition and academic performance of Compass Charter School utilizing the charter renewal criteria under Assembly Bill 1505. Based on this review, the District finds that Compass Charter School is eligible for renewal for a five-year term, beginning July 1, 2025 and ending on June 30, 2030.

Findings of Fact

The consideration of a renewal petition requires the District to: (1) determine whether the charter school meets applicable eligibility requirements using the new accountability criteria under Assembly Bill 1505 and reflected in the Dashboard, and (2) evaluate whether the renewal petition meets the standards and criteria set forth in Education Code section 47605. An analysis of these two components of the charter renewal process is addressed and includes District staff’s corresponding findings of fact.

Finding 1: Eligibility for Charter Renewal as a “Middle-Performing” Charter School

With the most recent data, CCS has received the following performance levelson the California School Dashboard:

- English-Language Arts (ELA): Yellow 40.3 points below standard
- Mathematics: Yellow 86.7 points below standard
- English Learner Progress (ELPI): Blue 63.9% making progress
- Chronic Absenteeism: Green 3.3% chronically absent
- Suspension Rate: Blue 0% Suspended
- Graduation Rate: Red 61%

	ELA	Math	Chronic Abs.	Susp. Rate	CCI	Grad Rate	ELPI
2023	Yellow	Yellow	Green	Blue	Orange	Red	Blue
2022	Orange	Orange	Green	Blue		Red	Orange

It should be noted that this data is based on the 2023 Dashboard. Additionally, in terms of graduation rate, many students enroll at CCS who are credit deficient and the overall graduation rate differs from the graduation rate of students enrolled for four years.

The District agrees that Compass Charter School qualifies as a middle-performing school is based on:

1. CCS does not have all blues and greens, nor does it have all reds and oranges for two years. This demonstrates that CCS does not meet the first criterion for high- or low-performing charter schools.
2. CCS exceeds the state average in at least one academic indicator for the two required years of data. This shows that CCS does not meet the second criterion for high- or low-performing charter schools.

Finding 2: The Renewal Petition presents a sound educational program for students enrolled in the charter school.

Compass Charter Schools presents a robust and effective educational program evidenced by its innovative and personalized approach to learning. The school provides a flexible, standards-based curriculum to meet diverse student needs, emphasizing personalized learning plans and a variety of instructional methods. Students can choose between synchronous and asynchronous learning formats, supported by cutting-edge technology and dynamic teaching strategies. CCS’s curriculum is aligned with Common Core and state standards, preparing students for higher education and career success.

CCS’s measurable academic outcomes further underscores the program’s strength. The school utilizes assessments like STAR Renaissance and CAASPP, which consistently show academic growth across multiple demographics, including English Learners and students with disabilities. Over recent years, CCS has demonstrated significant improvement in student performance in English Language Arts and mathematics, even exceeding state averages in some indicators.

Finally, CCS’s emphasis on community engagement, equity, and continuous improvement highlights its program. With initiatives like scholar-led clubs, a strong Parent Advisory Council, and professional development for staff, CCS fosters a collaborative and inclusive environment. The school’s accreditation through WASC and adherence to state educational priorities reflect its commitment to excellence and accountability, providing a compelling case for its charter renewal.

Finding 3: The Renewal Petition contains an affirmation of each of the required conditions.

The Renewal Petition includes all required affirmations and assurances.

Finding 4: Does the petition contain reasonably comprehensive descriptions of all 15 elements?

Yes, with the exception of Element 7: Means to Achieve Scholar Population Balance and Element 10: Suspension and Expulsion Procedures, and Charter Management Organization

Element 7: While there is a plan, it lacks detail in terms of how outside of making marketing materials, CCS will achieve this.

Element 10: Lacks some procedural detail, however, CCS does have a 0% suspension rate so it is possible that it is not a focus to update.

District Staff Recommendation

The District staff has determined that Compass Charter School meets the minimum criteria to be eligible for Renewal Petition for a five-year term beginning on July 1, 2025 and ending on June 30, 2030. Further, any technical issues or omissions in the Renewal Petition can be effectively addressed as part of the District annual charter oversight and monitoring process, written action plans submitted to the District, an amendment to the nonprofit’s corporate bylaws, as well as a memorandum of understanding negotiated between the parties.

School Intake Information and Timeline

Petitioner Information and Timelines

Charter School Name:	Compass Charter School
Petition Type:	Renewal
Petition Submission Date:	September 19, 2024
60 Days from Submission:	
90 Days from Submission:	
Public Hearing #1 Date:	November 12, 2024
Public Hearing #2 and Board Action Date:	December 17, 2024
Was an extension requested? If so, date.	

The Petition Review Team

Identify the individuals who will be responsible for reviewing which sections of the charter school petition document.

Required Petition Elements		
Area of Review (EC 47605(c))	Department Responsible	Name(s) of Reviewer(s)
I. Education Program	Ed Services	Conforth, Keeley
II. Measurable Student Outcomes	Ed Services	Conforth, Keeley
III. Student Progress Measurement	Ed Services	Conforth, Keeley
IV. Governance Structure	Superintendent	Keeley
V. Employee Qualifications	Superintendent	Keeley
VI. Health and Safety	Student Services	Brannon, Keeley
VII. Racial & Ethnic Balance	Superintendent	Keeley
VIII. Admissions Policies and Procedures	Superintendent	Keeley
IX. Annual Financial Audits	Business Services	Hobelman
X. Suspension and Expulsion	Student Services	Brannon, Keeley
XI. Staff Retirement System	Business Services	Hobelman
XII. Attendance Alternative	Student Services	Brannon, Keeley
XIII. Post Employment Rights of Employees	Superintendent	Keeley
XIV. Dispute Resolution Process	Superintendent	Keeley
XV. Closure Procedures	Superintendent	Keeley

Supplemental Criteria		
Areas of Review EC 47605(c), 47605(e), 47605(h), 47641(a), 47646	Department Responsible	Name(s) of Reviewer(s)
Financial/Administrative Plan	Business Services	Hobelman
Charter Management Organization (i.e. "entities managing charter schools")	Superintendent	Keeley
Facilities	Superintendent	Keeley
Impact Statement	Business Services	Hobelman
Community Impact		
Special Education	Superintendent	Keeley
Required Declarations/Affirmations	Superintendent	Keeley
Independent Study (if applicable)	Alternative Ed	Brannon
Alternative Charter Schools (if applicable)	NA	

Petition Review Matrix

Instructions To Charter School Petition Review Team/Evaluation Rubric

1. **Rate the charter school petition** in the various petition Elements and Supplemental section of the Evaluation Matrix.
 - a. Mark either “met” or “not met” in the “Evaluation Standard Met” Column for each specific criterion. **Criteria in RED indicates a description that is required under law to be included in the charter petition.** Criteria in **BLACK** are description that are strongly suggested, but not required to be included to ensure that the charter petition is reasonably comprehensive. **HIGHLIGHTED** words and phrases are linked to a comment displayed in the right edge of the document.
 - b. Use the state guidance and rating definitions below to guide your assessment.
 - c. At the end of each section, elaborate in the comment section in the areas you rated as “not met”.
2. **Analyze the results.** At the end of this process you will be able to determine whether the petition is reasonably comprehensive or if there are any identified Findings of Fact.

Evaluation Standards	
Evaluation Standard Met	The charter petition demonstrates solid preparation and grasp of key issues that indicates a reasonably comprehensive description. Overall, the charter petition contains many characteristics of concise, specific and accurate information. The standard may be met if the charter petition requires additional, non-substantive elaboration in places.
Evaluation Standard Not Met	The charter petition addresses some of the criteria but lacks meaningful detail. The description requires important or key additional information in order to be reasonably comprehensive. It demonstrates lack of preparation, is unclear, uses generic information, or otherwise raises substantial concerns about the petitioner’s understanding of the issue in concept. Additional substantive information would be required to determine the charter petitioner’s ability to implement or meet the requirement in practice.

Required Elements

I. Description of Vision, Mission and Educational Program			
Evaluation Criteria: EC 47605(c)(5)(A) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. Targeted Student Populations and Community Need			
a. Students the charter school will attempt to educate and a demonstration of need for proposed educational program	X		33-34
b. Grade levels and number of students the charter school plans to serve	X		12
c. A clear, concise school mission and vision statement that align with the target population	X		30-31
d. The needs and challenges of the student groups to be served	X		45-63
2. Attendance			
a. School year/academic calendar, number of school days and instructional minutes	X		Appendix I
b. Attendance expectations and requirements, including enrollment projections	X		
c. Master/daily schedule and proposed bell schedule	NA		
3. What It Means to Be an Educated Person in the 21st Century			
a. Goals that are consistent with enabling all pupils to become or remain self-motivated, competent, lifelong learners.	X		34-37
b. List of academic skills and qualities important for an educated person	X		34-37
c. List of general non-academic skills and qualities important for an educated person	X		34-37
4. How Learning Best Occurs/Instructional Design, including subgroup program (CCR 11967.5.1(f)(C))			
a. A framework for instructional design that is aligned with the needs of the students that the charter has identified as a target student population	X		32-33

I. Description of Vision, Mission and Educational Program			
Evaluation Criteria: EC 47605(c)(5)(A) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
b. Description of learning setting (e.g. site-based matriculation, independent study, tech-based)	X		30-33
c. Instructional approaches and strategies school will utilize that will enable the school's students, including subgroup populations such as English language learners (ELL), to master the content standards for the core curriculum areas adopted by the SBE	X		35-37, 39-41
d. Process for developing or adopting curriculum and teaching methods	X		37-41, Appendix F, 62
e. How the charter school will identify and meet the needs of students with disabilities, ELLs, students achieving substantially above or below grade level expectations, and other special student populations: i. The description demonstrates understanding of the likely ELL population ii. Includes sound approach to identify and meet the needs of subgroup populations	X		45-63
f. Special education plan including, but not limited to, the means by which the charter school will comply with the provisions of EC 47641 [link].	X		58-63
g. A plan for professional development that aligns with the charter school's proposed program.		X	
5. Materials, Including Technology			
a. How staff's and students' technology resources are aligned to the instructional program and meet state assessment requirements	X		39-40; 66-67
b. What materials are available to students: student-to-computer ratio appears reasonable		X	
c. A description or plan for providing adaptive technology for SPED students		X	
d. Common Core technology standards, digital assessments, and professional learning		X	

I. Description of Vision, Mission and Educational Program

Evaluation Criteria: EC 47605(c)(5)(A) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	

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6. Annual Goals

a. Annual goals for all pupils and for each subgroup of pupils identified pursuant to section 52052 that apply to the grade levels served	X		64-65, Appendix C
b. Goals tied to state priorities listed in EC 52060(d) and LCAP, as appropriate – Additional priorities related to unique aspects of the proposed charter school program include goals and specific annual actions	X		64-65, Appendix C
c. Specific annual actions designed to achieve the stated goals	X		64-65, Appendix C

7. Description Requirements for Charter Schools Serving High School Students

a. How parents will be informed about the transferability of courses to other public high schools	X		56-57, Appendix M,
b. How parents will be informed about the eligibility of courses to meet college entrance requirements	X		56-57, Appendix M
c. How each student will receive information on how to complete and submit a FAFSA or California Dream Act Application at least once before the student enters grade 12.	X		Appendix M
d. How the exit outcomes will align to mission, curriculum and assessments	X		51
e. Affirmation that all students will have the opportunity to take courses that meet the “A-G” requirements	X		55-58
f. Planned graduation requirements and WASC accreditation are defined	X		55-58

Comments by review team:

a. The charter lacks a clear specification of the intended number of students it aims to serve. While grade levels are defined, enrollment targets are not established, which limits understanding of capacity and planning needs.

b. The Scholar Handbook, referenced in Appendix M, provides information on Educational Support Materials and internet service (pages 14, 23-26).

II. Measurable Student Outcomes			
Evaluation Criteria: EC 47605(c)(5)(B) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. Measurable pupil outcomes for all pupils and pupil subgroups served by the charter school.	X		64-67, Appendix C
2. Outcomes shall address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school	X		64-67, Appendix C
3. The pupil outcomes are aligned to the state priorities as described in EC 52060(d) that apply to the grade levels served by the charter school	X		64-67, Appendix C
4. Description of how pupil outcomes will address state content and performance standards in core academic areas	X		64-67, Appendix C
5. Description of how exit outcomes align to the mission and instructional design of the program	X		64-66, Appendix C
6. Description or affirmation that “benchmark” skills and specific classroom-level skills will be developed	X		66-67
Comments by review team:			

III. Student Progress Measurement			
Evaluation Criteria: EC 47605(c)(5)(C) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. Assessment tools that include all required state and federal assessment (SBAC, ELPAC, etc.) for purposes of accountability	X		66-67
2. Chosen assessments are appropriate for standards and skills the charter school seeks to measure	X		66-67

III. Student Progress Measurement			
Evaluation Criteria: EC 47605(c)(5)(C) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
3. To extent practicable, the method for measuring pupil outcomes for state priorities is consistent with the school accountability report card.	X		66-67
4. A plan for collecting, analyzing/utilizing the data continuously to monitor and improve the charter school's educational program	X		66-67
5. At least one assessment method or tool listed for each of the exit assessments	X		66-67
6. A variety of alternative assessment tools, including tools that employ objective means of assessment consistent with the measurable pupil outcomes	X		66-67
Comments by review team:			

IV. Governance Structure			
Evaluation Criteria: EC 47605(c)(5)(D) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. Evidence of the charter school's incorporation as a nonprofit benefit corporation (EC 47604 [link])	X		APPX D
a. Provides the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school	X		Web
b. Includes a set of bylaws and basic policies	X		APPX E & F
2. Evidence that the organization technical designs of the governance structure reflect: a. A seriousness of purpose to ensure that the charter will become and remain a viable enterprise b. Understanding and assurance of compliance with open meeting requirements	X		69-71 APPX F
3. Compliance with applicable laws to charter school governance and open meeting requirements includes: The Brown Act, the Political Reform Act, Government	X		70

IV. Governance Structure

Evaluation Criteria: EC 47605(c)(5)(D) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
Code Section 1090, and the California Public Records Act (EC 47604.1) [link]			
4. Key features of governing structure including, but not limited to:			
a. Delineation of roles and responsibilities of the governing board and staff	X		70-71
b. A clear description of the flexibility and level of autonomy the charter school has from the charter management organization over budget, expenditures, personnel, and daily operations	X		68
c. Size/composition of board, board committees and/or advisory councils	X		68
d. Method for selecting initial board members and election/appointment for board member replacement	X		68-69
5. A process for involvement or input of parents/guardians in the governance of the charter school including:	X		71
6. Specific policies and internal controls that will prevent fraud, embezzlement, and conflict of interest and ensures the implementation and monitoring of those policies		X	
7. A description and frequency of board trainings/workshops	X		70
8. Other important legal or operational relationships between the charter school and granting agency		X	
Comments by review team:			

V. Employee Qualifications

Evaluation Criteria: EC 47605(c)(5)(E) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. Core and college preparatory teachers, and affirms all teachers will hold appropriate Commission on Teacher Credentialing certificates (EC 47605(l) [link])	X		78
2. Those positions that the charter school regards as key, and specifies the additional qualifications expected of individuals assigned to those positions, their responsibilities and accountability	X		72-78
3. General qualifications for the various categories of employees (e.g., other administrative, instructional support, non-instructional support). These qualifications shall be sufficient to ensure the health and safety of the charter school's faculty, staff and students.	X		78-79
4. A clear plan for recruitment, selection, development and evaluation of staff and charter school leader	X		80
5. Roles and lines of authority for board and management positions	X		
6. Proposed teacher to student ratio		X	
Comments by review team:			

VI. Health and Safety Procedures

Evaluation Criteria: EC 47605(c)(5)(F) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. A comprehensive charter school safety plan and assurance that all charter school staff will be training on this plan and that the plan will be updated annually	X		Pg 84
2. Assurances that the charter school will review and update the charter school safety plan by March 1 of every year	X		Pg 84
3. Assurances that the charter school will require a criminal background clearance report, and proof of tuberculosis examination prior to employment	X		Pg 81 and 82
4. Assurances that the charter school will adopt procedures to prevent acts of bullying and cyberbullying, and make the CDE online training module available to all employees who interact with students	X		Pg 86
5. Affirmation that charter schools with grades K-6 and 7-12 will adopt a suicide prevention policy that is age appropriate.	X		Pg 83
6. Health and safety practices for students and staff: references include health and safety related policies/procedures or the date by which they will be adopted and submitted to the authorizer	X		Linked in APPX
7. Assurances on the compliance with ADA (Americans with Disabilities Act)	X		Board Policy #30
Comments by review team:			
7. Within the Health and Safety section, there is no reference to ADA compliance			

VII. Racial and Ethnic Balance

Evaluation Criteria: EC 47605(c)(5)(G) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. Specific practices/policies the charter school will design and implement to attract a diverse applicant pool/enrollment that is reflective of the general population, including special populations residing within the territorial jurisdiction of the district	X		88
2. Practices and policies appear likely to achieve racial, ethnic, special education and English learning pupils.		X	
3. Outreach strategies, identifying specifically who the targeted groups will be, including developed or planned benchmarks for achieving balance		X	
4. Types of supports that will be provided to maintain enrollment balance (counselors, support staff, medical-related staff, etc.)		X	
Comments by review team:			
There is no racial/ethnic demographic information/data included in the section nor are there strategies identifying specifically who the targeted groups will be, including developed or planned benchmarks for achieving balance. The recruiting strategy only includes materials that are reflective of the groups represented. The only support identified was that staff is bilingual.			

VIII. Admissions Requirements

Evaluation Criteria: EC 47605(c)(5)(H), EC 47605(e) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. The following Assurances: a. The charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations b. The charter school shall not charge tuition c. The charter school shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state.	X		90
2. A clear description of admission policies that meet the state and federal permissive preferences	X		90
3. A clear description of how students in the community will be informed and given an equal opportunity to attend the charter school. All promotional material must clearly state the charter school will serve ALL students	X		88
4. Proposed admissions and enrollment requirements, process and timeline and includes:			
a. Information to be collected through the interest form, application form, and/or enrollment form	X		90-91
b. Assures enrollment preferences will not require mandatory parent volunteer hours as a criterion for admission	X		90
5. Description of the public random drawing processes that coincide with state and federal laws	X		91
6. Assurances that preferences, if given, are not likely to negatively impact the racial, ethnic and unduplicated balance the charter school strives to reflect.	X		91
Comments by review team:			

IX. Annual Independent Financial Audits

Evaluation Criteria: EC 47605(c)(5)(I) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. The manner in which the audit will be conducted	Yes		93
2. Assurance that the annual audit will employ generally accepted accounting principles (GAAP)	Yes		93
3. Scope and timing of audit, as well as distribution of completed audit to authorizer, county office, State Controller and California Department of Education, and/or other agencies required under law	Yes		93
4. A process and timeline that the charter school will follow to address any audit findings and/or resolve audit exceptions	Yes		93
5. Assurance that the charter school will satisfy any audit deficiencies to the satisfaction of the authorizer	Yes		93
6. Procedures to select and retain an independent auditor including: <ul style="list-style-type: none"> a. Qualifications that will be used for the selection of an independent auditor b. Assurance that the auditor will be selected from the list of approved K-12 auditors per the State Controller's Office c. Assurance that the auditor will have experience in education finance 	Yes		93
7. Who is responsible for contracting with and overseeing the independent audit	Yes		93
Comments by review team:			
Responsible party for contract and oversight is COO of charter school			

X. Suspension and Expulsion Procedures

Evaluation Criteria: EC 47605(c)(5)(J) [link] , EC 47606.2 [link] , EC 48901.1 [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. A process for suspensions of fewer than 10 days, including: a. Oral or written notice of the charges against the pupil b. If the pupil denies the charges, an explanation of the evidence that supports the charges c. How an opportunity will be provided for the pupil to present his/her rebuttal to the charges	X		106
2. A process for suspensions of 10 days or more and all other expulsions for disciplinary reasons, including: a. Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights b. A process of hearing adjudicated by a neutral officer within a reasonable number of days, and at which the pupil has the right to bring legal counsel or an advocate	NA		
3. 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 that ensures the written notice shall be in the native language of the pupil or the pupil's parent or guardian	X		Pg 96
4. A process for suspensions in grades 1 through 12, of two or more school days, in accordance with EC 47606.2		X	
5. In accordance with EC 48901.1, a charter school shall not recommend for expulsion students in grades K through 12, nor suspend a student in grades K through 8, for disrupting school activities or otherwise willfully defying the authority of school personnel in the performance of their duties		X	
6. Understanding of relevant laws protecting constitutional rights of students			
a. Provides for due process for all students and demonstrates understanding of the rights of students with disabilities in regard to suspension, expulsion and involuntary dismissal	X		107-108
b. Explanation of how authorizer may be involved in disciplinary matters	X		107-108
Comments by review team:			

X. Suspension and Expulsion Procedures

Evaluation Criteria: EC 47605(c)(5)(J) [link], EC 47606.2 [link], EC 48901.1 [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1 and 2- The only references to a 10 day period fall under the Students With Disabilities section and refer to Manifestation Determination meetings and the continuation of services through the IEP. Section D through O are only Expulsion procedures. 4. No reference to EC 47606.2 however it does reference 47607 5. No reference to EC 48901.1 or to defiance.			

XI. Employee Retirement Participation

Evaluation Criteria: EC 47605(c)(5)(K) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. A statement of what retirement options will be offered to employees	X		116
a. STRS (if STRS, then all teachers must participate)	X		116
b. PERS		X	116
c. Social Security	X		116
2. Whether retirement will be offered with language clearly reflecting one of the following choices for each retirement system	X		116
a. Coverage will be offered to eligible employees			
b. The charter school retains the option to elect coverage at a future date			
c. The charter school will not offer coverage			
3. Who is responsible for ensuring that the appropriate arrangements for coverage have been made		X	
Comments by review team:			

XII. Public School Attendance Alternatives			
Evaluation Criteria: EC 47605(c)(5)(L) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. Attendance alternatives for students residing within the county who choose not to attend the charter school	X		Pg. 117
Comments by review team:			

XIII. Post-employment Rights of Employees			
Evaluation Criteria: EC 47605(c)(5)(M) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. School district employee's return employment rights, including:			
a. Whether, and how staff may resume employment within the district or authorizer	X		118
b. The ability to transfer sick/vacation leave to and from charter and another LEA	X		118
c. Whether staff will continue to earn service credit (tenure) in district while employed at charter	X		118
2. Whether collective bargaining contracts of charter authorizer will be a controlling document		X	
Comments by review team:			
No reference to collective bargaining.			

XIV. Dispute Resolution Procedures			
Evaluation Criteria: EC 47605(c)(5)(N) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. A process for the charter and the authorizer to settle disputes relating to the provisions of the charter	X		119
2. The process by which charter will resolve internal complaints and disputes			
a. Includes Uniform Complaint procedures and description of how this process is communicated to parents, staff and the community	X		119-120
3. Acknowledgement that except those disputes between the chartering authority and the charter school, all disputes involving the charter school shall be resolved by the charter school according to the charter school's own internal policies	X		119-120
4. Statement that if any such dispute concerns facts or circumstances that may be cause for revocation of the charter, the authorizer shall not be obligated by the terms of the dispute resolution process as a precondition to revocation	X		119
Comments by review team:			

XV. Closure Procedures			
Evaluation Criteria: EC 47605(c)(5)(O) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. The procedures to be used if the charter school closes, including:			
a. Who is the responsible entity/person that will conduct closure-related activities (5 CCR		X	
b. Process for submission of final financial reports, expenditure reports for entitlement grants and the filing	X		121-122

XV. Closure Procedures

Evaluation Criteria: EC 47605(c)(5)(O) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
of any required final expenditure and performance reports (5 CCR 11962 [link])			
2. The maintenance plan for pupil records and the manner in which parents/guardians may obtain copies of pupil records if the charter school closes, including how information will be preserved and transferred.	X		121
3. The process of how charter will ensure a final audit of the charter school			
a. An assurance it will be conducted within six months of closure	X		121
b. The disposition of the charter school's assets	X		122
c. Plans for disposing net assets	X		122
4. The transfer and maintenance of personnel records in accordance with applicable law	X		121
Comments by review team:			

Required Supplemental Criteria

Criteria in **RED** indicates a description that is required under law to be included in the charter petition.

Criteria in **BLACK** are description that are strongly suggested, but not required to be included to ensure that the charter petition is reasonably comprehensive.

HIGHLIGHTED words and phrases are linked to a comment displayed in the right edge of the document.

Financial/Administrative Plan			
Evaluation Criteria: EC 47605(h) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. First Year Operational Budget			
a. Annual revenues and expenditures clearly identified by source	X		Cash Flow
b. Revenue assumptions in alignment with applicable state and federal funding formulas	X		Appendix H, Cash Flow, Budget
c. Expenditure assumptions that reflect the school design plan	X		Appendix H, Cash Flow, Budget
d. Expenditure assumptions that reflect market costs	X		Cash Flow
e. Revenues from grants or other proposed fundraising that are not critical to fiscal solvency	X		Cash Flow
f. Minimum reserve level and projected positive ending fund balance (as defined by 5 CCR 15450 [link])	X		Appendix H, Cash Flow, Budget
g. If expenditures exceed revenues in first year of operations, identifies sources of capital sufficient to cover deficits until the budget is projected to balance.	N/A		
h. Expenditures for property and liability insurance that name the district/authorizer as additional insured (and/or a hold harmless agreement)	X		Cash Flow & Pg. 124
i. Expenditures for reasonably expected legal services	X		Cash Flow

Financial/Administrative Plan			
Evaluation Criteria: EC 47605(h) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
j. Expenditures for special education excess costs consistent with current experiences in the school district/county office	X		Pg. 181
k. Expenditures for facilities – if specific facilities not secured, reasonably projected cost	X		Cash Flow
l. Expenditures for required student meals that meet federal nutritional requirements	N/A		
m. The alignment of LCAP expenditures with the charter's budget	X		Pg 141, Budget, Cash Flow
2. Financial Projections Include a Clear Description of Planning Assumptions			
a. Revenues and expenditures correlate with the number/types of students by grade level in budget	X		Appendix H, Multi Year Budget
b. Expenditure assumptions correlate with the amount of staff in budget	X		Pg 179-189, Multi Year Budget
c. Expenditure assumptions correlate with the facility needs in budget	X		Pg 179-189, Multi Year Budget
d. Expenditure assumptions in alignment with overall school design plan	X		Pg 179-189, Multi Year Budget
e. Revenues based on state and federal funding guidelines	X		Cash Flow, Multi Year Budget
f. Revenues based on reasonable potential growth in local, state and federal categories	X		Appendix H, Cash Flow, Multi Year Budget
g. Revenues based on reasonable student growth projections	X		Appendix H, Cash Flow, Multi Year Budget
h. Revenue from sources such as grants, loans, donations and other non-guaranteed funds not necessary for the charter to maintain fiscal solvency	X		Cash Flow
i. Timeline for any referenced grant applications to be submitted and funded		X	

Financial/Administrative Plan			
Evaluation Criteria: EC 47605(h) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
j. Positive reserves are maintained in all three years	X		Cash Flow
k. Fund balances are positive, or sources of supplemental working capital are identified	X		Cash Flow
3. Start-Up Costs			
a. Reasonable allocation for all major start-up costs including: i. Staffing ii. Facilities iii. Equipment and supplies iv. Professional services (i.e. food services, etc.) v. Technology materials vi. Assessment systems/materials vii. Legal costs	N/A		
b. In alignment with overall school design plan	N/A		
c. Potential funding sources	N/A		
d. Timeline allows for grant applications and fundraising efforts to be completed in time, if included in the start-up costs	N/A		
4. Cash Flow Projections for First 3 Years			
a. Monthly projection of revenue receipts in line with local/state/federal funding disbursements	X		Cash Flow
b. Expenditures projected by month and corresponds with typical/reasonable schedules	X		Cash Flow
c. Balance sheet accounts projected by month	X		Cash Flow
d. Show positive cash balance each month and/or identify sources of working capital	X		Cash Flow
5. Structure for administrative Services and Operations			
a. Outline or process for how personnel transactions will be conducted (i.e. hiring, payroll, leaves and retirement)	Yes		p116 in petition, employer handbook p 30, 33,

Financial/Administrative Plan			
Evaluation Criteria: EC 47605(h) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
			47-19, 56-73
b. Accounting and payroll processes that reflect an understanding of school business practices and expertise to carry out the necessary functions	Yes		Employee Handbook p 47-49
c. Plan and timeline to develop and assemble school business practices and expertise	N/A		Business practices and expertise has been established with years of operation.
d. Explanation of how school intends to manage risk, including any policies and procedures	Yes		Employer Handbook p23-29
Comments by review team:			

Charter Management Organization, i.e. Entities Managing Charter Schools			
Evaluation Criteria: EC 47605(h) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. Names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing board of the charter school	X		68 Linked
2. Name and relationship of CMO to charter school, including a. Roles b. Responsibilities c. Payment structure d. Conditions for renewal/termination e. Investment disclosure		X	

Charter Management Organization, i.e. Entities Managing Charter Schools			
Evaluation Criteria: EC 47605(h) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
3. CMO's role in the financial management of the charter and the associated internal controls	X		124
4. Other schools and/or companies managed by the CMO		X	
5. CMO's history, philosophy, and past results operating other schools and/or companies		X	
6. CMO's Form 990s for up to prior three years		X	
7. Back office provider and description of support utilized by the charter	X		124
8. Affirmation that the CMO/back office provider will provide timely submissions of calendar of due date items		X	
9. Affirmation that the CMO/back office provider will provide timely submissions of request for information items		X	
Comments by review team:			
This section lacks detail regarding the CMO and procedures. Including the form 990, CMO's history, relationship details.			

Facilities			
Evaluation Criteria: EC 47605(h) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. Location of Facility			
a. The types and the location of the charter school facility that the petitioner proposes to operate , including: <ul style="list-style-type: none"> i. Size and resources ii. Safety iii. Educational suitability 	X		125

Facilities			
Evaluation Criteria: EC 47605(h) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
b. The address of the facility or a schedule for securing the facility, including the person responsible for securing the location	X		125
c. Assessment and analysis of anticipated facilities needs and viability of potential sites	NA		
2. Current and Projected Availability			
a. Current and projected availability of each charter school site, and schedule for securing the facility	NA		
b. Assurances of all legal compliance with health and safety, ADA, and applicable building codes	NA		
c. Adequate budget for anticipated costs, including renovation, rent, maintenance and utilities	NA		
d. Statement whether a request will be made for use of Prop 39 facilities	NA		
e. Lease or occupation agreement for privately obtained facilities, and/or provides a copy of the lease agreement	NA		
Comments by review team:			

Impact Statement			
Evaluation Criteria: EC 47605(h) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. Number of students anticipated to enroll	X		12
2. Identification of whether charter will request to purchase support services from authorizer	X		124-125

Impact Statement			
Evaluation Criteria: EC 47605(h) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
3. Affirmation there will be a Memorandum of Understanding between the authorizer and charter school	X		126
4. Processes and policies between charter and authorizer			
a. Includes process, activities, and associated fees for oversight of charter	X		123-126
b. Includes processes, timelines and evaluation criteria for annual review and site visits	X		123
c. Includes regular, ongoing fiscal and programmatic performance monitoring and reporting	X		123-126
d. Includes process, timelines, and evaluation criteria for charter renewal	X		8-15
e. Outlines other important legal or operational relationships between authorizer and charter school	X		123-126
5. Criteria and procedure for the selection of a contractor, if applicable, including: a. Process for determining necessary expertise b. Selection of the contractor or contractors, if applicable	NA		
6. Potential civil liability effects, if any, upon the school and the authorizer	X		125
Comments by review team:			

Community Impact (Establishment/Material Revision)			
Evaluation Criteria: EC 47605(c)(7) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. How the school will not substantially undermine existing school district services, academic offerings, or programmatic offerings	NA		

Community Impact (Establishment/Material Revision)			
Evaluation Criteria: EC 47605(c)(7) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
2. Whether the charter school petition duplicates a program currently offered by the district, and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate	NA		
Comments by review team:			

Special Education			
Evaluation Criteria: EC 47641(a) [link] and EC 47646 [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. The school's special education structure (3 options) a. Charter school will be an independent LEA for special education purposes (member LEA) b. Charter school will be a school of the district for purposes of special education c. The charter school will be a SELPA	X		58
2. How special education services will be provided consistent with SELPA Plan and/or policies and procedures. a. Includes a fiscal allocation plan in alignment with the SELPA the charter plans to join	X		62
3. Affirmation that the charter school will assume full responsibility for appropriate accommodations to address the needs of any student	X		58
4. Acknowledgement that the charter is responsible for providing special education, instruction and related services to the students enrolled in the school regardless of students' district of residence	X		58

Special Education			
Evaluation Criteria: EC 47641(a) [link] and EC 47646 [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
5. The process for notifying district of residence and authorizing LEA when a special education student enrolls, becomes eligible, ineligible and/or leaves the charter	X		61
6. The transition to and from a district when a student with an IEP enrolls in or transfers out of the charter	X		61
7. Evidence that the school has consulted with a SELPA, such as a letter from the SELPA confirming receipt of application	X		58
8. Includes the following assurances:			
a. The charter will comply with all provisions of IDEA	X		58
b. No student will be denied admission based on disability or lack of available services	X		58
c. A Student Study Team process will be implemented	X		47
d. Any student potentially in need of Section 504 services will receive such services	X		62-63
If the charter will not be an independent LEA			
1. Clarifies in charter petition or MOU the responsibilities of each party for service delivery, including Referral, Assessment, Instruction, Due Process, Agreements describing allocation of actual excess costs	NA		
2. An assertion that the charter will be fiscally responsible for its fair share of any encroachment on general funds	NA		
If the charter school is an independent LEA within a SELPA			
1. Notifies SELPA Director of intent to participate prior to February 1 of the preceding school year	NA		
2. Understands that the charter school is fiscally responsible for fair share of any encroachment on general funds	NA		
3. Asserts responsibility for any legal fees relating to the application and assurances process	NA		
4. Demonstrates it is located within SELPA's geographical boundaries	NA		

Special Education			
Evaluation Criteria: EC 47641(a) [link] and EC 47646 [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
5. Asserts all instruction will be in a safe environment	NA		
6. Affirms the terms of the Agreement will be met regarding the organization, implementation, administration and operation of the SELPA	NA		
Comments by review team:			

Required Declaration			
Evaluation Criteria: EC 47605(c)(6) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. Declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.	x		5
Comments by review team:			

Required Affirmations			
Evaluation Criteria: EC 47605(e) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. Affirmation that the school will be nonsectarian in its, programs, admission policies, employment practices, and all other operations	X		5

Required Affirmations			
Evaluation Criteria: EC 47605(e) [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
2. Affirmation that the school shall not charge tuition	X		5
3. Affirmation that the school shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code	X		5
4. Affirmation that the admission to a charter school shall not be determined in according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference of pupils who reside within the former attendance area of that public school	x		5
5. Affirmation that the charter school shall admit all pupils who wish to attend the charter school	X		5
6. Affirmation that the school will comply with federal, state and local laws as required for charter schools	X		6
Comments by review team:			

Independent Study			
Evaluation Criteria: EC 51745 [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
1. An assurance that the K-12 public school guidelines for independent study will be evident in the annual audit per Education Code 47612.5(b)	X		42
2. An assurance that the charter will meet the requirement related to the ratio of ADA to FTE certificated employees as prescribed under Education Code 51745.6(a)		X	

Independent Study			
Evaluation Criteria: EC 51745 [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
3. An acknowledgement that independent study will be supervised by an appropriately credentialed teacher per EC 51747.5(a)	X		Pg 79
4. An acknowledgement that the charter may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certified teacher per EC 51747.5(b)	X		Pg 44
5. The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work	X		Master Agreement
6. The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study, or whether he/she should return to a regular school program	X		Appendix A-Master Agreement
7. An assurance that each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil	X		Pg 42
8. A description of how the required Written Agreement for each pupil will be processed and maintained, including at a minimum the following:	X		Appendix A-Master Agreement
a. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his/her progress	X		Appendix A-Master Agreement
b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work	X		Appendix A-Master Agreement
c. The specific resources, including materials and personnel that will be made available to the pupil	X		Appendix A-Master Agreement

Independent Study			
Evaluation Criteria: EC 51745 [link] THE PETITION DESCRIBES, AT MINIMUM	Standard Met		Located on Page(s)
	YES	NO	
d. A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study	X		Appendix A-Master Agreement
e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar	X		Appendix A-Master Agreement
f. A statement of the number of course credits, or, for elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion	X		Appendix A-Master Agreement
g. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate	X		Appendix A-Master Agreement
Comments by review team:			
2. I don't see any discussion of ratios or Education Code 51745.6(a)			