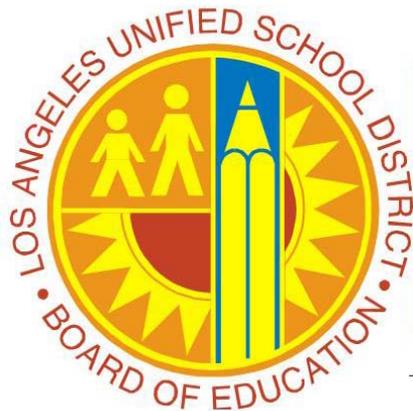


Los Angeles Unified School District Charter School Application



Charter Schools Division
333 S. Beaudry Ave., 25th Floor
Los Angeles, CA 90017

213-241-2487

Dear Charter School Applicant:

Thank you for your interest in applying for authorization to open a charter school in the Los Angeles Unified School District. The District is interested in authorizing quality charter schools that:

- Implement innovative and effective approaches to educating students
- Implement effective instructional strategies to serve underperforming populations
- Ease the shortage of school facilities and seat space in overcrowded areas of the District
- Narrow the achievement gap among students of various backgrounds

The foundational document guiding all charter school operations is the charter. An approved charter is a performance agreement between the LAUSD and the charter school. As such, terms of the agreement must be delineated as clearly as possible, especially with regard to student performance measures. A comprehensive, well-written petition provides clear operating procedures for the charter school and objective measures to which the District will hold the charter school accountable.

This application packet is designed to give petitioners a clear outline of what the District considers to be a “reasonably comprehensive” charter petition. It is recommended that petitioners use it as a guideline in writing the petition. It should be noted that when reading the petition, the Charter Schools Division staff will not merely screen the petition to see that all items are addressed but will assess the extent to which the items have been addressed. Only petitions that are thorough, clear, compelling and internally coherent will meet the District’s definition of “reasonably comprehensive.”

Starting a charter school is hard work, and the foundation must be well laid in order to ensure success! Thank you again for your desire to serve the students of the Los Angeles Unified School District. Please do not hesitate to contact the Charter Schools Division at (213) 241-2487 if you have any questions about the application process.

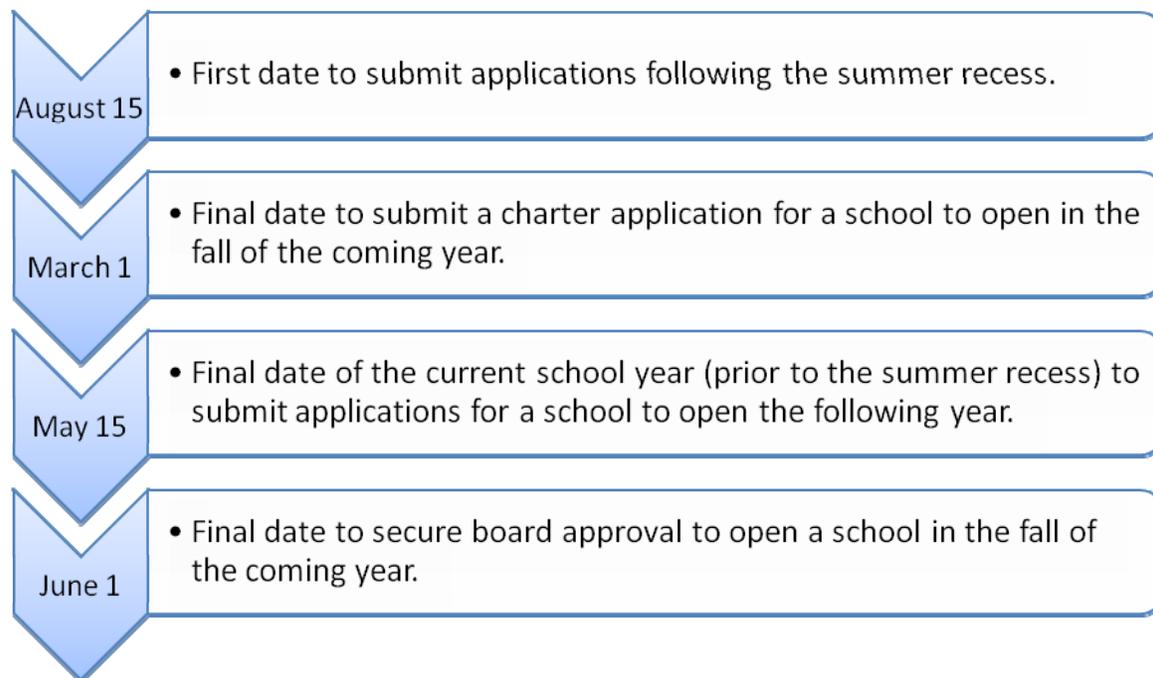
Sincerely,

José J. Cole-Gutiérrez
Director
Charter Schools Division

Submitting the Application

The Charter Schools Division (CSD) encourages the submission of petitions from August 15 to May 15 each year. This is to accommodate the summer recess schedule and the 60-day statutory timelines. Much of the CSD staff is not assigned during the summer recess and the Board does not meet as frequently during the summer, making it unlikely, if not impossible, to meet the required deadlines. CSD requests that applicants work with CSD to submit applications within the preferred timeframe. The recommended deadline for petitions that seek to open a school in the fall of the coming year is March 1.

Recommended Deadlines for Petition Submission



Petitioners who plan to apply for Prop 39 space must submit by November 1, 2010. Petitioners interested in Prop 39 should check the CSD website for additional information.

Prior to submitting the petition, potential petitioners are requested to submit a letter of intent (form included in this application) to apply for a charter school. Once the CSD receives the letter of intent, the division will work with the petitioner to arrange for submission of the petition. Prior to submission, the petitioner should confirm that the petition is complete, as an incomplete petition cannot be reviewed or recommended. Petitioners should plan to spend approximately 30 minutes at the CSD to complete the submission appointment. At the appointment, the following items must be hand delivered to the Charter Schools Division at:

333 S. Beaudry Ave., 25th Floor
Los Angeles, CA 90017

Please assemble the following items in a binder with tabs separating items. Item #13 may be included in the inside pocket of the binder. On the spine or side of the binder, include the name of the proposed school.

1. Title Page
2. Table of Contents

3. A Letter of Intent
4. Charter Briefing Page
5. The Initial Screening Checklist, with specific page numbers of the petition inserted;
6. The completed charter petition, including
 - a. A reasonably comprehensive description of all 16 elements;
 - b. By-laws for the non-profit organization that is requesting the charter;
 - c. Articles of Incorporation for the non-profit organization;
 - d. Conflict of Interest Policy that aligns with federal and state laws, nonprofit integrity standards, and LAUSD District ethics and conflict of interest policies
 - e. Proposed charter school budget (start-up and three year budgets)*;
 - f. All appendices and any handbooks or other documents referenced in the petition
 - g. Original Signature pages (**no photo copies**)
 - i. 50% of meaningfully interested teachers OR 50% of meaningfully interested parents for **start-up** charter schools;
 - ii. 50% of the permanent teaching staff for **conversion** charter schools;
7. Resumes and credentials for all meaningfully interested teachers;
8. Resumes for lead petitioners;
9. Completed Due Diligence Questionnaires with original signatures (**no photo copies**) and resumes for:
 - a. Lead petitioner(s)(no more than two people)
 - b. Proposed Director/Principal of school
 - c. On-site financial manager (which cannot be the Director/Principal but the person responsible for handling checks/cash, etc. on site)
10. Resumes and questionnaires for Board members
11. Resolution from Board of Directors (signed by Board Secretary) designating the school's:
 - a. Lead petitioner(s) (no more than two people)
 - b. Proposed Director/Principal of school
 - c. On-site financial manager (which cannot be the Director/Principal but the person responsible for handling checks/cash, etc. on-site)
12. Proposed forms to be used by parents/guardians to enter a student into an admissions lottery (if necessary) and to enroll a student. These should be two separate forms.
13. A CD containing:
 - a. The charter petition (in Microsoft Word format, not PDF)
 - b. All appendices, including Articles of Incorporation, Bylaws, and any handbooks or other documents referenced in the petition (PDF acceptable)
 - c. Budget and cash flows (in Microsoft Excel format)

*SPECIAL NOTE FOR CURRENT LAUSD SCHOOLS PETITIONING TO CONVERT TO AFFILIATED CHARTER STATUS: No budgets and cash flows are required for potential affiliated charter schools; only independent charters must submit budgets and cash flows. However, affiliated petitions must include information describing how lost budget revenue will be replaced with the Categorical Block Grant and how information explaining how the balance of the Categorical Block Grant will be utilized. Prior to submission, lead petitioners for affiliated charters should contact the Charter Schools Division's Central Business Advisor at (213) 241-2487 for information regarding fiscal resources for affiliated charters.

Submissions for Schools Renewing Their Charters

For renewing petitions, all the above apply except 6g and 7. Item 11 must state that the Board of Directors is officially submitting the renewal petition to the District.

The Petition Review Process

This section describes each phase of the petition review process. Please see the following chart for a visual illustration of the petition review process. This section will establish consistent steps in the petition review process in order to determine the final recommendation to the Board and targeted days for completing each step. It will consider the track record of petitioners that have successful charter schools within LAUSD. The process supports the fulfillment of legal compliance while maintaining petitioners' ownership over the petition to demonstrate their capacity to successfully open a charter school and implement the charter.

Step 0: Prior to Petition Submission

CSD provides two sources of guidance for parties who wish to submit a charter school petition: (1) documents posted on the division's website and (2) orientation sessions. Furthermore, petitioners are strongly encouraged to take advantage of the resources that are available to them including successful charter schools, previously approved charters, and the various organizations that support charter school development. Note that elements of previously approved charters may not constitute established precedents; recently approved charters are more likely to offer successful models for current petitions. While previously approved charters can be a useful resource, submitted petitions should represent the work of the petitioners.

Step 1: Initial Review

The purpose of this step is to determine if the petition has the potential to be found reasonably comprehensive. CSD's determination should be completed *within 1 week* of submission. During this step, CSD staff conducts an initial review of the charter petition. The sole purpose for this initial review is to determine if the petition has the *potential* to be found reasonably comprehensive, educationally sound and likely to be implemented successfully based on the criteria described more fully in Step 2: Full Review.

At least two CSD staff members conduct an initial review using a review form based on California Education Code §47605(b) and the corresponding California State Board of Education Regulations (CCR, Title 5, Section 11967.5.1 – *Criteria for the Review and Approval of Charter School Petitions by the State Board of Education*). The initial review focuses primarily on Elements 1-4 (Educational Program, Measurable Student Outcomes, Method by Which Student Outcomes Will Be Measured, and Governance) and the budget.

If CSD finds that the petition has the potential to be successful, the petition is passed to the next stage, Step 2: Full Review. If one or more of the reviewers concludes that there is substantial evidence the petition is not reasonably comprehensive, a senior staff member conducts a second review of Elements 1-4 and consults with fiscal staff regarding the budget. If s/he concurs that there is sufficient fact-based evidence to merit a denial recommendation, CSD, in coordination with the Office of the General Counsel, reviews the entire petition, and prepares findings of fact to accompany the denial recommendation. The petitioner is informed of the decision and provided with the findings of fact.

Step 2: Full Review

The purpose of this step is to conduct all necessary analysis to determine if the petition is reasonably comprehensive, educationally sound, and likely to be successfully implemented. It should be completed *within 30 calendar days* of submission.

The full review is conducted by a team of CSD staff, including instructional and fiscal staff, as well as LAUSD'S legal counsel and additional district staff. It consists of an examination of Elements 1-16 of the petition, a fiscal review, a capacity interview and due diligence background checks. CSD and LAUSD conduct the full review internally and do not provide any feedback to the petitioner during this phase of the review process. In this way, the petitioner receives a single set of feedback, rather than multiple iterations. CSD compiles all relevant feedback and provides it to the petitioner in a single document. At that point Step 3: Revisions begins.

Capacity Interview

The California Education Code requires charter authorizing entities to determine whether petitioners have the capacity to successfully implement the program set forth in the charter petition (§47605 (b)(2)). To this end, and as a best practice for high quality authorizing, CSD conducts a capacity interview as part of the petition process for proposed charter schools.

Once the petition has passed Step 1: Initial Review, CSD will schedule the capacity interview in a timely manner so that full review can be completed within 30 days of submission. (Note that petitioners should consider whether or not their team will be able to attend a capacity interview within 30 days prior to submitting a petition.) The capacity interview is led by a Senior Coordinator assisted by one or more members of his/her team and a fiscal representative from CSD.

During the interview, petitioners will have the opportunity to demonstrate their experience and expertise relating to matters set forth in their petition. The interview will include scenarios of hypothetical situations that could occur at a charter school. Such questions do not have a single correct answer, but rather are designed to elicit opportunities for petitioners to demonstrate their capacity to lead and manage a charter school. In determining who should attend, the petitioner should consider that this is a key component of demonstrating their capacity and use their own judgment to plan accordingly. The team should be comprised of members who are prepared to answer questions about the proposed program, including, but not limited to: school governance, mission and vision, instructional program, school operations, fiscal operations, student populations, student enrollment, assessment and data analysis. CSD recommends that a majority of the members of the governing board for the proposed charter school and the following individuals be present at the capacity interview:

1. The lead petitioner(s)
2. The person(s) who will be responsible for day-to-day running of the school
3. The person(s) who will be responsible for day-to-day management of the school's finances
4. The principal (if one has been selected)
5. The educational leader of the school

Although a single person may fill more than one of the above roles, the principal and the financial person may not be the same in order to segregate duties and to mitigate potential conflicts of interest.

Based on the results of the interview and input from the interview team, the Senior Coordinator will make a determination regarding the capacity of the petitioner team to successfully implement the program set forth in the charter petition. If the capacity interview provides an affirmation of the petitioner team's capacity, the results become evidence in support of the petition. If it is determined that the petitioner team lacks the capacity to successfully implement the plan set forth in the charter petition, the petition will be recommended for denial. CSD may determine that petitioners who are currently successful charter operators within LAUSD (and who propose the same governing board) may be excused from the capacity interview.

Due Diligence

CSD works in consultation with the Office of the Inspector General (OIG) to exercise due diligence. As part of the petition, the lead petitioner(s), principal, and on-site financial

manager submit questionnaires and resumes. In addition to examining the submitted documents, the OIG conducts background checks using public records to determine whether there is something in those records that would question their capacity to fulfill their role with regards to the proposed charter school. Ideally, due diligence is completed within the 30-day window for Full Review. However, if at any time during the petition review process due diligence reveals substantial concerns regarding the petitioners' capacity to lead a charter school, CSD is obligated to act on the information by means including, but not limited to: further inquiries, requests for additional information and interviews about the concerns.

Public Hearing

Each month, there will be a standing Board item, informing the Board of petitions under review and to allow for public comment. At this time, the school board will be able to "consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents," as directed by Education Code §47605(b).

Through the analysis above, CSD determines if the petition is reasonably comprehensive, educationally sound, and likely to be successfully implemented. Based on the answer, the division assigns the petition to one of the following three categories:

- If YES, it is reasonably comprehensive, educationally sound and likely to be successfully implemented, CSD prepares an approval recommendation and sends the petition to Step 4: Recommendation.
- If PROBABLE, the division has determined that with some modifications the petition would be reasonably comprehensive, educationally sound, and likely to be successfully implemented. The description of the academic program, fiscal planning and governance appear to be strong but leaves the reviewer with some questions and concerns that need to be addressed before a finding of reasonably comprehensive can be made and an approval recommendation can be made to the Board. As such, it is sent to Step 3: Revisions.
- If NO, the petition is *not* reasonably comprehensive, educationally sound, and/or likely to be successfully implemented, CSD prepares a denial recommendation and findings of fact, and sends the petition to Step 4: Recommendation.

Step 3: Revisions

The purpose of this step is to work in collaboration with petitioners to arrive at a petition that can be recommended for approval to the Board as reasonably comprehensive, educationally sound and likely to be successfully implemented. It should be completed within *35 calendar days* or *65 calendar days* if the petitioner and CSD mutually agree to a 30-day extension.

When a petition is deemed to be close to reasonably comprehensive, educationally sound and likely to succeed, it is recommended for revisions. In this case, the description of the academic program, fiscal planning and governance appear to be strong but leaves the reader with some questions and concerns that need to be addressed before a finding of reasonably comprehensive can be made and an approval recommendation can be made to the Board. When the concerns are minimal issues within a petition that is fundamentally strong, that petition represents a potential partner in advancing LAUSD's mission to provide high quality educational opportunities for the students it serves. CSD provides feedback to the petitioner in the form of comments and questions, and works with the petitioner to resolve the remaining issues.

CSD will use the "comment" function in Word to insert its comments and questions in the petition. In the case of discrepancies between the petition and Required Language, division staff may note the missing language or suggest deletions within a comment. CSD will limit its use of suggested language to conflicts with Required Language or expeditious, narrow solutions. Throughout the

review process, CSD will provide feedback in such a way that the petitioner retains authorship and ownership over the charter petition. In its feedback to petitioners, CSD will clarify which terms and provisions have no room for flexibility. For example, while a certain number of instructional minutes are required by the Charter Schools Act, the schedule of the school day is at the discretion of the potential charter school operator.

CSD will compile all relevant feedback and provide it to the petitioner in a single document. CSD will send the annotated document to the petitioner and make staff available to discuss comments and concerns in more detail, as necessary. Any sections that do not contain comments and questions are satisfactory. The petitioner should not modify these sections of the document without specifically noting it. The division will use the "compare" function to confirm that original, approved sections remain unaltered.

Along with the annotated petition, the division will provide a deadline for submitting revisions in order to meet the statutory timeline. In order to meet the 60-day timeline, CSD must submit a board report with either an approval recommendation or a denial recommendation accompanied by findings of fact, two weeks prior to the Board meeting. If the petitioner does not submit a reasonably comprehensive petition within 35 days, the process will continue down one of two possible paths: (1) CSD and the petitioner mutually agree to 30-day extension or (2) CSD prepares to submit a denial recommendation and findings of fact. For schools that enter the revision stage, CSD will request that the petitioner agree to the 30-day extension of timeline (90 days total) to allow both parties to come to a resolution regarding the CSD's remaining concerns. If the necessary revisions cannot be completed within the 60 calendar day timeline and the petitioner does not agree to the 30-day extension, CSD will be obliged to submit a denial recommendation to the Board.

Step 4: Recommendation

The purpose of this step is to provide a recommendation to the Board based on the CSD's evaluation and should be completed within *45 calendar days* or *75 calendar days* if the 30-day extension was mutually agreed upon. Based on the analysis conducted as described above, CSD submits a recommendation for approval or denial to the Board of Education. Denial recommendations are supported by written findings of fact.

Step 5: Board Action

The purpose of this step is for the LAUSD Board of Education to make a decision regarding the charter petition and should be completed within *60 calendar days* or *90 calendar days* if the 30-day extension was mutually agreed upon.

The Board of Education makes a final decision regarding the charter petition which it may either approve or deny. Based on the recommendation of the CSD and the guidelines delineated in Education Code §47605, the Board takes action. The Board of Education may deny a petition for a new school if they find that:

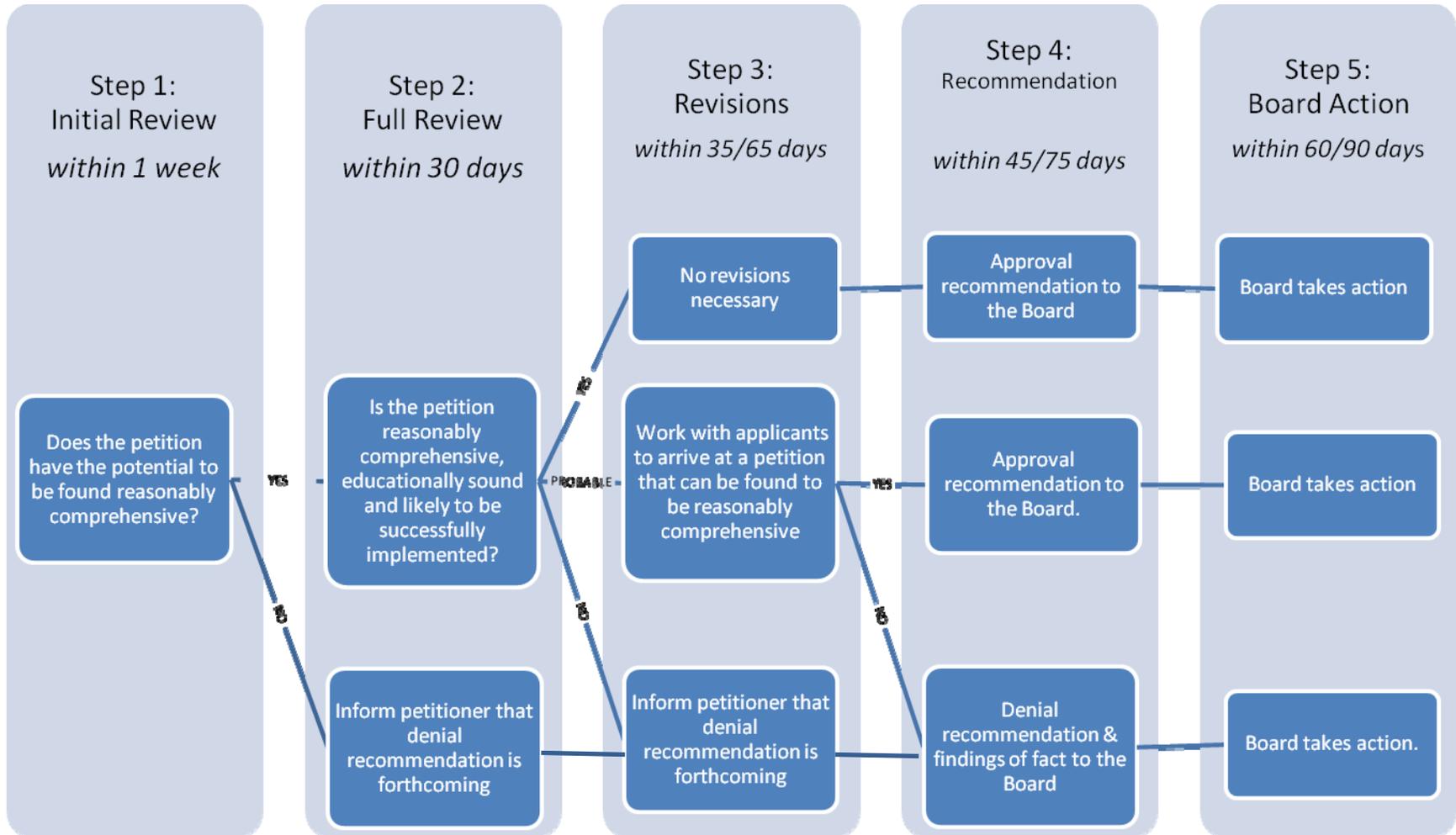
1. the charter school will provide an *unsound educational program* for students during the term of its charter;
2. the charter school is demonstrably *unlikely to successfully implement* the program set forth in the petition;
3. the petition does not contain the number of signatures required by subdivision (a)
4. the petition does not contain the necessary affirmation set forth in the Charter Schools Act; or
5. the petition does not contain reasonably comprehensive descriptions of the sixteen required elements set forth in the Charter Schools Act.

The Board of Education shall not deny a charter petition unless it makes written factual findings setting forth specific facts to support one or more of the above five findings, pursuant to Education Code Section §47605(b).

Should the petitioner's charter petition be denied, the charter school has the right to appeal to the Los Angeles County Board of Education within 30 days following the final decision by the LAUSD Board of Education. The CSD will work with the Los Angeles County Office of Education to ensure that all necessary documentation (including Findings of Fact and Confirmation of Denial) is delivered in a timely manner. Should the petition be denied by the county; the petitioner has the right to appeal to the California State Board of Education.

Petition Review Process Flowchart with Targeted Dates

Note that steps 3-5 contain targeted number of days for the step with and without a mutually agreed upon 30-day extension.



Roles and Responsibilities

This section describes the roles and responsibilities of each party as they pertain to the petition review process. Please see the following chart for responsibilities at each stage of the petition review process.

Charter School: Prior to submission, the petitioner should become familiar with the expectations for a successful petition. The role of the petitioner during the petition process is to submit a complete petition based on their educational and organizational design. During the review process, the petitioner participates in the capacity interview, and responds to CSD questions and comments in order to arrive at a petition that is reasonably comprehensive, educationally sound and likely to be implemented successfully.

Charter Schools Division: The role of the Charter Schools Division is to analyze the charter school petition to determine if it is reasonably comprehensive, educationally sound and likely to be successfully implemented. It reviews the petition in consultation with the Superintendent's Advisory Council (SAC) and conducts due diligence in consultation with the Office of the Inspector General (OIG). When the full review indicates that the petition is strong but needs revisions to be found reasonably comprehensive, the division provides feedback to the petitioner in the form of comments and questions to guide the petitioner in arriving at a petition that is reasonably comprehensive, educationally sound and likely to be successfully implemented. CSD regards petitioners as potential partners in providing high quality educational opportunities to LAUSD students. When a petition appears to propose an educationally strong program within a viable organization, the division will work with petitioners to resolve other issues to the mutual satisfaction of the District and petitioners.

Since one of the original goals of the Charter Schools Act is to "encourage of the use of different and innovative teaching methods," the CSD will encourage and learn from innovative practices. It is the responsibility of the Division to focus on the quality of the educational program, the school's capacity to implement it and, if chartered, the student achievement outcomes that it produces, rather than its fidelity to a traditional approach. The CSD authorizes and reviews schools with diverse missions, designs and programs. For example, a charter school may be established in conjunction with a charter management organization or as a group of concerned educators. It may identify "at-risk" students by eligibility for free or reduced price lunch and/or students who live within the zone of a failing school. The school may outline its curriculum as textbook or trade book based. The CSD has no institutional preference in this regard. Instead it strives to authorize schools that provide high quality educational opportunities.

Board of Education: The Board of Education reviews the recommendation of the Charter Schools Division/Superintendent and either approves or denies the petition at a public hearing and, if denying a charter petition, adopts the written findings of fact in accordance with Education Code Section §47605(b).

Roles and Responsibilities at Each Step of the Petition Review Process

Petition Review Step	Innovation & Charter Schools Division	Charter Schools
Step 0: Prior to Submission	Provide petition submission instructions, required language and definition of reasonably comprehensive for the 16 elements. Hold orientation session.	Learn about the petition review process and expectations for successful petitions. Write charter petition.
Step 1: Initial Review	Review Elements 1-4 and budget. Determine if petition has the potential to be educationally sound, likely to be successfully implemented and reasonably comprehensive.	None.
Step 2: Full Review	Review petition in consultation with SAC and conducts due diligence with OIG. Conduct capacity interview.	Participate in capacity interview, as needed.
Step 3: Revisions	Provide feedback in the form of comments and questions.	Respond to CSD's comments and questions.
Step 4: Recommendation	Prepare recommendation and supporting documentation	
Step 5: Board Action	Present recommendation to the Board.	Attend Board meeting, if desired.

The Charter Petition

Note: in several of the following elements, standard language may be required. This language will be provided to petitioners by the Charter Schools Division.

Element 1 – The Educational Program

“A description of the educational program of the school, designed, among other things, to identify those whom the 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 (b)(5)(A)

A “reasonably comprehensive” description must:

- Identify and describe as clearly as possible the students the school proposes to serve. The description must include:
 - Demographic data of the target population (This is done by completing the attached matrix.);
 - Academic achievement data;
 - Other applicable characteristics of the target population (Does the school propose to target potential dropouts? Newcomer populations? Other?)
- Describe the school’s mission and vision;
- Describe:
 - What it means to be an “educated person” in the 21st century;
 - How learning best occurs;
 - How the goals of the program enable students to become self-motivated, competent, and lifelong learners.
- Include a brief narrative describing “a typical day” at the charter school. Describe what a visitor to the school should expect to see when the school’s vision is being fully implemented;
- Describe the instructional program and curriculum the school plans to use. The description must include:
 - Instructional framework
 - Delineation of the core subjects;
 - The proposed teaching methodologies;
 - The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach;
 - How the curriculum addresses California Content Standards;
 - How the teaching methodologies and instructional program address the needs of the targeted student population;
 - The evidence (research base) that the proposed instructional program has been successful with similar student populations and/or will be successful with the charter’s targeted population;
 - The textbooks or other instructional resources to be used;
 - How the school will recruit teachers who are qualified to deliver the proposed instructional program;
 - How the school will provide ongoing professional development to ensure that teachers have the skills to deliver the proposed instructional program;
 - The school’s academic calendar and sample daily schedule, which explain the rationale for allocation of instructional time to different subject matter areas, as well as an assurance that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5.
- Describe how the instructional program will meet the needs of:
 - English Learners (including reclassification);
 - Socioeconomically disadvantaged students;
 - Gifted students;

- Students achieving below grade level;
- Students with disabilities
 - The school’s outreach efforts to recruit students with disabilities
 - Who will deliver special education instruction

Note: please include all descriptions of the special education program under a heading: “Special Education.” This will facilitate review and analysis of this portion of your petition.
- Describe:
 - The implementation plan for the school’s instructional program, including a timeline for implementation of various components of the plan;
 - If the proposed school will serve high school students, describe 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 (WASC) 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. Include a timeline for WASC accreditation.)

Element 2 – Measurable Student Outcomes

“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.” Ed. Code § 47605 (b)(5)(B)

A “reasonably comprehensive” description must:

- List the anticipated skills and knowledge outcomes for students
- Set specific, measurable, and realistic student achievement targets as closely as possible for the anticipated student population for the following:
 - API scores
 - AYP AMOs
 - CST scores
 - CAHSEE scores (if applicable)
 - Graduation rates (if applicable)
- Identify when and how often pupil outcomes will be assessed, including innovative components and any additional specific, measurable student outcomes that the school will set for the students, and explain how these outcomes are consistent with the school’s proposed instructional program.

Element 3 – Method by Which Student Outcomes will be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

A “reasonably comprehensive” description must:

- Describe the methods for assessing attainment of student outcomes and how these assessment measures are consistent with the school’s proposed instructional program, use a variety of assessment tools;
- Identify additional “in house” benchmark assessments to be used by the school to assess student progress on an ongoing basis and how frequently the assessments will be administered;
- Assure that state mandated assessments will be administered;

- Describe how assessment data will be used to inform instruction, improve the educational program, and inform professional development on an ongoing basis.
- Include district required language on testing.

Element 4 – Governance

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

A “reasonably comprehensive” description must:

- State whether the school is proposing to be an independent or affiliated charter;
- Affirm that the school will be operated by a nonprofit public benefit corporation;
- Provide articles of incorporation and by-laws for the nonprofit public benefit corporation;
- Describe the proposed school’s governance structure and demonstrate how it will maintain active and effective control of the school. Applicants must describe:
 - How often the governing board will meet;
 - The process for selecting governing board members;
 - The manner of posting meeting notices, distributing agendas and recording governing board actions.
- Provide an organizational chart showing the relationship of the governing board to the leadership of the school as well as any relevant site committees, etc.;
- Provide résumés and questionnaire responses for all individuals committed to serving on the school’s governing board;
- Provide an assurance that the governance meetings will comply with the Ralph M. Brown Act;
- Explain the process to be followed by the school for ensuring parental involvement;
- Contain an assurance that members of the Charter School’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest;
- Contain district required language regarding governance and audit and inspection of records.

Element 5 – Employee Qualifications

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

A “reasonably comprehensive” description must:

- Describe the necessary job description and qualifications for school employees;
- State that the charter school will conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold;
- Assure that the school will maintain current copies of all teacher credentials and that they be readily available for inspection and procedure for monitoring credentials;
- Assure the school will comply with NCLB requirements for teachers and paraprofessionals.

Element 6 – Health and Safety

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.” Ed. Code § 47605 (b)(5)(F)

A “reasonably comprehensive” description must:

- Provide, if known, the address of the facilities to be used by the charter school or the school's plan for obtaining a facility;
(If the charter is approved by the District, and the charter school wants to relocate to an area different from the targeted area originally designated in the charter, a material amendment will be required by the charter's board of directors, prior to opening the charter school in the new location.
- Assure that the schools' facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance;
- Assure that a site will be secured with an appropriate Certificate of Occupancy Assure that a comprehensive school safety plan will be developed and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan;
(If the school safety plan has already been developed, please include it as an attachment to the petition.)
- Includes District required language regarding health and safety procedures.

Element 7 – Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils 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 (b)(5)(G)

A “reasonably comprehensive” description must:

- Include a thorough description of the annual outreach efforts of the charter school, describing
 - What methods the school will use to advertise and recruit students (flyers, newspaper advertisements, informational fairs, and the like)
 - What geographic areas will be targeted in outreach efforts;
 - What languages will be used for outreach;
 - How these outreach efforts will attain a racial and ethnic balance at the charter school that is reflective of the District.

Element 8 – Admission Requirements

“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)

A “reasonably comprehensive” description must:

- State that the charter school will admit all pupils who wish to attend as outlined in Education Code § 47605 (d)(2)(A);
- Describe any specific admissions requirements of the proposed school, and provide an assurance that they are consistent with non-discrimination statutes;
- Describe the efforts the school will employ to recruit academically low-achieving, economically disadvantaged students, and students with disabilities;
- Describe the manner in which the school will implement a public random drawing in the event that applications for enrollment exceed school capacity. This description should address:
 - a. The method the school will use to communicate to all interested parties the rules to be followed during the lottery process;
 - b. The method the school will use to verify lottery procedures are fairly executed;
 - c. The timelines under which the open enrollment period and lottery will occur;
 - d. The location where the lottery will occur and the efforts the school will undertake to ensure all interested parties may observe the lottery;
 - e. The date and time the lotteries will occur so most interested parties will be able to attend;

- f. The preferences to be granted, if any, to potential students and the basis upon which those preferences shall be granted;
- Note:* In the case of an existing district school converting to a charter school, application of the preference specified in Education Code § 47605 to give admission preference to students residing in the school's former attendance area shall be allowable unless the application of that preference results in a student population grossly dissimilar to the ethnic and racial balance of the district, in which case the preference to be granted would become a statistical advantage, not an absolute guarantee of admission.
- g. The procedures the school will follow to determine waiting list priorities based upon lottery results;
- h. The means by which the school will contact the parents/guardians of students who have been promoted off the waiting list and timelines under which parents/guardians must respond in order to secure admission;
- i. The records the school shall keep on file documenting the fair execution of lottery procedures.

Element 9 – 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 (b)(5)(I)

A “reasonably comprehensive” description must:

- Ensure that annual, independent financial audits employing generally accepted accounting principles will be conducted;
- Describe the manner in which audit exceptions and deficiencies will be resolved;
- Describe the plans and systems to be used to provide information for an independent audit.

Element 10 – Student Expulsions

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605 (b)(5)(J)

A “reasonably comprehensive” description must:

- Describe rules and procedures for suspension and expulsion that are consistent with state and federal law, addressing specifically:
 - Grounds for suspension;
 - Grounds for expulsion;
 - General discipline policies in place at the school;
 - How the District’s *Discipline Foundation Policy* will be implemented
 - Suspension and expulsion procedures
 - District required language regarding discipline of students with disabilities;
 - Due process rights of students who are suspended or expelled, including the appeals process to be used by parents/guardians who dispute the school’s expulsion decisions;
 - Procedures for rehabilitation, readmission and interim placement.

Element 11 – Retirement Programs

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

A “reasonably comprehensive petition” must:

- Identify, based on the staffing initially proposed in the petition, which staff members will be covered by which retirement system;

Element 12 –Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

A “reasonably comprehensive petition” must:

- Describe attendance alternatives for students consistent with District policy for intra-District attendance;
- Inform parents/guardians of each pupil enrolled in the charter school has no right to admission in a non-charter District school as a consequence of charter school enrollment except to the extent that such a right is extended by the District
- Include District required language regarding attendance alternatives.

Element 13 – Employee Rights

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M)

A “reasonably comprehensive petition” must:

- Outline LAUSD employee rights consistent with current collective bargaining agreements relating to the terms and conditions under which District employees may be employed at charter schools.

Element 14 – 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 (b)(5)(N)

A “reasonably comprehensive petition” must:

- Contain District required language regarding dispute resolution to be provided to the petitioner by the District.

Element 15 – Employer Status and Collective Bargaining

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b) (5) (O)

A “reasonably comprehensive petition” must:

- State clearly whether the school will be the exclusive employer for the purposes of collective bargaining.

Element 16 – Procedures to be Used if the Charter School Closes

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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 (b)(5)(P)

A “reasonably comprehensive petition” must:

- Contains District required language regarding revocation, renewal, and closure procedures to be provided to the petitioner by the District.

Forms and Resources

- *Letter of Intent*
- *Charter Briefing Page*
- *Demographic Information Template*
- *Board Member Questionnaire*
- *Due Diligence Questionnaire*
- *Teacher Signature Page*
- *Parent Signature Page (English)*
- *Parent Signature Page (Spanish)*
- *Initial Screening Checklist*

CHARTER BRIEFING PAGE

This page is to be submitted with your final charter petition. The information you supply will be incorporated into the Board Report that will be submitted to the Los Angeles Unified School District's Board of Education on your behalf.

Please address the following categories:

- Name of Organization Applying for Charter
- Projected Grades Served-Year 1_____/ Grades Served-Year 5_____
- Projected Enrollment Year 1_____/ Number of Students -Year 5_____
- Location Address or Target Neighborhood
- Facility Status/Location
- Prop. 39 –Application Submitted?
- Does the location meet Board Policy? (Low API, Overcrowded)
- Board of Directors
- Description of Mission
- Description of Vision
- Source/Core of Money
- 3 – 5 Top Leaders/Charter Development Team
- Has your charter applied to any other jurisdiction for approval?
- Are there any sister charters?
- What innovative elements of your charter could be considered “best practices” and replicated by other schools?

**DEMOGRAPHIC INFORMATION FOR PROSEPCTIVE SITE
(Surrounding Schools Data)**

LAUSD SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met all Subgroup Growth Targets?	API score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	%Major Ethnicity #3
CHARTER SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met all Sub-group Growth Targets?	API Score	API State Ranking	Similar Schools Rank	%Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	%of ELL Students	%Major Ethnicity #1	%Major Ethnicity #2	%Major Ethnicity #3

PROSPECTIVE CHARTER SCHOOL BOARD MEMBER QUESTIONNAIRE

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

In providing the information requested, prospective board members will assist the Charter Schools Division in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Yes and No answers will be acceptable however N/A is not on the following questionnaire.

Background

1. Please provide your educational and employment history. Please attach your resume.
2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, to sit on the board.
4. Please explain why you wish to serve on the board.
5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
6. Please describe your understanding of the appropriate role of a public charter school board member.
7. Please indicate specifically the knowledge and experience that you would bring to the board.
8. Please provide a forecast of where you see the school in one year and then again in five years.
9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

Name (please print)

Signature

Date

This request for information was developed by the State University of New York Charter Schools Institute.

Los Angeles Unified School District Due Diligence Questionnaire

Applicant Information

Name of Representative (First/Middle/Last):

Other Names Used (i.e. Maiden/Former Married):

Date of Birth: Social Security #:

Current address:

City: State: Zip Code:

How long at current address?

Prior Addresses:

Background Information (Please Attach Separate Sheets, if Necessary)

Criminal History (Arrests/Convictions):

Educational History:

Employment History:

Professional Licenses/Credentials:

Professional Affiliations (Corporate Positions, Board Positions, and the like.):

Fictitious Business Name Affiliations:

Professional References:

Proposed Charter School

Charter School Name:

Address (if available):

City: State: Zip Code:

Legal Entity Operating Charter School:

Other Charter Schools with which Affiliated (prior and current):

Location of Other Charter Schools:

Authorization to Release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases the Los Angeles Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to investigate my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter/renewal petition review process.
- Is an indication of my understanding that any reports generated by the Office of the Inspector General will not be confidential and my knowing and voluntary waiver of any such confidentiality.

Signature

Date: Title:

FOR OFFICE USE ONLY

Charter School Application Processed by:

Phone: Fax: E-mail:

**Los Angeles Unified School District
Charter Schools Division**

CHARTER SCHOOLS GUIDELINES CHECKLIST – INITIAL SCREENING

Charter

School Name: _____

Date: _____

Contact Person: _____ Phone No.: _____ Fax No.: _____

SUMMARY CONTENTS

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
— — — — — —	1. Approval Documentation <ul style="list-style-type: none"> • Supporting signatures of: • conversion charter: 50% of permanent status teachers at the school site • start-up charter: 50% of parents who intend to enroll children or • 50% of teachers who intend to be employed at the school during first year of operation • petition includes prominent statement of meaningful interest to start a charter (board resolution) • resume and questionnaire for all board members 						47605 (1) (2) 47605(3)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
— — — — — — — —	<p>2. Assurances that school will:</p> <ul style="list-style-type: none"> • be non-sectarian in programs, admission policies, employment practices and other operations • not charge tuition • not discriminate against any student on the basis of ethnicity, national origin, gender or physical or mental disability (religion, race, color, medical condition, sexual condition, sexual orientation) • not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements • not require any child to attend a charter school nor any employee to work at a charter school • if pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. • A charter school shall admit all students who wish to attend. 						47605 (d) (1) 47612 (a) (1) 47605 (e) (f)
—	3. Description of which students will attend the school						47605 (d) (1) 47605 (d) (2) (A) (B)
—	4. Duration of initial charter petition: 5 years						47607 (a) (1)
—	5. Renewal process/timeline						47607 (a) (1) (2)
—	6. How the Board of Education and the charter school can monitor the progress in meeting student outcomes						47607 (a) (1) 47607 (b)
—	7. Accepts and understands the grounds on which a charter may be revoked						47607 (b) (1-4) (c)
—	8. Accepts and understands obligations to comply with specific sections of the Education Code: § 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance						47610

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
—	9. How district/county facilities will be maintained, insured and used by the charter school, if applicable						47605 (g) 47614
—	10. How changes, additions or alterations to the facility will be accomplished and the district/county role in the process						47607 (a) (1)
— —	11. How school personnel, district/county will be insured against liability claims resulting from school operations <ul style="list-style-type: none"> • description of type/scope of legal services to be used • plans for insurance liability and legal issues to be dealt with collectively and individually 						47605 (g)
—	12. Agreement between the charter school and the sponsoring agency detailing process and responsibility for operations, i.e., accounting, budgeting, payroll, liability insurance, and the like and contracted services and supervisory oversight						47605 (g) 47613.7
—	13. Agreement between the charter school and sponsoring agency detailing funding and services for special education students						47612 (a) (2)
—	14. Agreement between the charter school and sponsoring agency detailing operational funding levels						47613.5 (a)
—	15. Agreement between the charter school and sponsoring agency detailing processes for responding to inquiries						47604.3

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		—	2. Measurable student outcomes to be achieved by students (<i>Element 2</i>)				
—	<ul style="list-style-type: none"> • extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals • when and how often pupil outcomes will be assessed including any assessments of innovative components • specific quantitative outcomes which students must demonstrate proficiency in and/or progress toward and time frame for progress • identification of who will be accountable for student progress as it relates to student achievement • reference to NCLB • CAHSEE (HS only) • CELDT • API • AYP • CST • graduation rate (HS only) 						
—	3. Method by which pupil progress in meeting pupil outcomes is measured (<i>Element 3</i>)						47605 (b) (5) (C) 47605 (c)(1)
—	<ul style="list-style-type: none"> • use of standardized test scores in measuring pupil progress • use of variety of assessment tools • use of longitudinal, survey and other data in measuring pupil progress (in-house assessments) • methods to ensure that all statewide standards are met and pupil assessments conducted • process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning • process for conducting pupil assessments pursuant to EC § 60602.5 • description of all assessment tools including in house assessments • identification of the grading policy • district required language for testing 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		—	<p>4. Governance structure of the school including the process which is to be followed to ensure parent involvement (<i>Element 4</i>)</p> <ul style="list-style-type: none"> • process which ensures staff, students and other stakeholder involvement • methods by which schools consult with parents and teachers regarding school's educational programs • decision-making process, organizational chart, and relevant site committees • assurances that school will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes, such as the Ralph M. ., Brown Act • what, if any, relationships district/county will maintain with the charter school and how it will be accomplished • process for amendments to charter articles of incorporations and bylaws of nonprofit corporation • selection process of board members and governance committees • audit and inspection of records • district required language for governance 				
—	<p>5. Qualifications to be met by individuals to be employed by the school (<i>Element 5</i>)</p> <ul style="list-style-type: none"> • process for staff selection • job descriptions for positions • credentials, requirements and qualifications of staff • employee compensation-general description • identification of the roles and functions of staff members • measures of assessment of performance • procedure to be used for adequate background checks • process for recruiting teachers • procedure for monitoring credentials 						47605 (b) (5) (E) 47605 (1)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		—	6. Procedures that the school will follow to ensure the health and safety of pupils and staff (<i>Element 6</i>) <ul style="list-style-type: none"> school will meet the requirement that each employee of the school furnish a criminal record summary as required in EC §44237 how the school will ensure that its facilities are safe how the school will ensure that its auxiliary services are safe (food services, transportation, custodial services, hazardous materials) role of staff as mandated or non-mandated child abuse reporters TB requirements employee fingerprints student immunization requirement address of the facilities to be used by the charter school compliance with state building code, federal ADA requirements assurance of Certificate of Occupancy prior to school opening contains District required language regarding health and safety procedures 				
—	7. Means by which school will achieve racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction (<i>Element 7</i>) <ul style="list-style-type: none"> geographic areas that will be targeted in the outreach effort state languages to be utilized in the outreach district required language for this element 					47605 (b) (5) (G)	
—	8. Admission requirements, if any (<i>Element 8</i>) <ul style="list-style-type: none"> admission assurances preferences lottery assurance and procedures waiting list preference (if applicable) states the charter school will admit all pupils who wish to attend efforts the school will employ to recruit academically low-achieving, students with disabilities, and economically disadvantaged students 					47605 (b) (5) (H)	

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
—	9. Manner in which an annual independent financial audit will be conducted and exceptions/deficiencies resolved (<i>Element 9</i>)						47605 (b) (5) (I)
— — — — — — — — — —	10. Procedures by which students can be suspended or expelled (<i>Element 10</i>) <ul style="list-style-type: none"> • procedure for involving parents, students and staff in designing and implementing a discipline policy • due process for students • appeals of disciplinary action • procedures for ensuring rights of students • list of suspension and expulsion offenses • suspension and expulsion procedure • general discipline approach • procedures for rehabilitation readmission and interim placement • district required language regarding special education students • Description of how the school will implement the District's Discipline Foundation Policy 						47605 (b) (5) (J)
— — — — — — — — —	11. Procedures for dealing with staff issues (<i>Element 11</i>) <ul style="list-style-type: none"> • relationship between the teachers and the district/county bargaining unit • process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined • labor procedures which will be applied to employees • process for resolving complaints/grievances • process for ensuring due process • manner by which staff members will be covered by STRS, PERS, Social Security or Medicare • process for staff recruitment, selection, evaluation and termination • Procedure for processing and monitoring credentials • Reporting PERS/STRS contributions 						47605 (b) (5) (K) 47605 (1)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
—	<p>12. Public school attendance alternatives for pupils residing within the district/county who choose not to attend the charter school (<i>Element 12</i>)</p> <ul style="list-style-type: none"> inform parents or guardians of each pupil enrolled in the charter that pupil has no right to admission in a non-charter District school as a consequence of charter school enrollment not require any child to attend a charter school nor any employee to work at a charter school District required language regarding attendance alternatives 						47605 (b) (5) (L)
—	<p>13. Description of the rights of any employee of the district/county upon leaving the district/county to work in a charter and rights of return to the district/county after employment in a charter school (<i>Element 13</i>)</p> <ul style="list-style-type: none"> what the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county 						47605 (b) (5) (M)
—	<p>14. Procedures to resolve disputes relating to provisions of the charter (<i>Element 14</i>) See LAUSD “District Required” Language</p> <ul style="list-style-type: none"> District required language regarding the dispute resolution procedures 						47605 (b)(5) (N)
—	<p>15. Declaration of Exclusive Public School Employer (<i>Element 15</i>)</p>						47605 (b)(5) (O)
—	<p>16. Description of charter school closure procedures. The procedures shall ensure a final audit of the 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 (<i>Element 16</i>)</p> <ul style="list-style-type: none"> District required language regarding charter school renewal, revocation, and closing procedures 						47605(6) A (ii) O

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
—	Other Items: 17. Description of the manner in which administrative services of the school are to be provided <ul style="list-style-type: none"> • responsibility for evaluating employees • criteria and procedures used in evaluation • how hiring decisions are made 						47605 (g)
— — — —	18. Budget for the financial operation which is consistent with the requirements of any school district budget <ul style="list-style-type: none"> • proposed first year operational budget (including start-up costs) • financial projections for first three years • process for investment procedures and deposit of funds • procedure for ensuring adequate cash flow • process for assuring that resources will be available to meet the needs of students with disabilities including transportation in those cases it is a related service 						47605(g)
—	19. Liability of district/county to handle payments if charter school defaults <ul style="list-style-type: none"> • for schools organized pursuant to Non-Profit Benefit Corporation Law • for schools not covered by Non-Profit Benefit Corporation Law • AB 1994 • general assurances “District Required” language 						47604
—	20. Court-ordered Integration Language <ul style="list-style-type: none"> • action Plan for 70:30 or 30:70 						

* PAGE: Petitioner to identify page(s) in petition in which items are located