



**OAKLAND UNIFIED SCHOOL DISTRICT  
CHARTER SCHOOL PETITION EVALUATION RUBRIC**

School Name:

Reviewer Name:

Review Date:

*If completing this evaluation electronically “Save as” a new document with the first word or two of the school’s name added to the document name as an identifier.*

This template is designed to guide review of charter school petitions. Throughout the evaluation, you are asked to rate the response as *Inadequate*, *Approaches*, *Meets* or *Excels*:

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Criteria for each section define the qualities of an “Excels” response in relation to the specific topic.** In addition, the following rating definitions should guide your assessment:

- **Inadequate:** The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the petitioner’s understanding of the issue in concept and/or ability to meet the requirement in practice.
- **Approaches:** The response addresses most of the selection criteria, but lacks some meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** **The response indicates solid preparation and grasp of key issues that would be considered reasonably comprehensive. It contains many of the characteristics of a response that excels even though it may require additional specificity, support or elaboration in places.**
- **Excels:** The response reflects a thorough understanding of key issues and indicates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

At the end of each section, you will identify “Criteria Satisfied” and “Criteria Not Sufficiently Addressed, Concerns & Additional Questions.” Those sections allow you to explain and elaborate on your ratings. Your comments are essential to the Office of Charter Schools’ (OCS) understanding of your assessment. Your questions and comments are relevant to subsequent capacity interviews, public hearings and the OCS’s internal deliberations.

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## EVALUATION INSTRUCTIONS

The evaluation has four Parts corresponding to key aspects of the petition:

- I. Executive Summary**
- II. Educational Program**
- III. Petitioner Capacity**
- IV. Sixteen Elements**

Each Part is divided into sections addressing key provisions of the Charter Schools Act and the quality of a charter petition.

**IMPORTANT:**

- Read the relevant section of the petition.
- Read the evaluation criteria and mark the box that best fits your assessment of the response (*Inadequate, Approaches, Meets or Excels*).
- In those instances where the criteria are *bulleted*, you are expected to evaluate the criteria as a whole. In those instances where the criteria are *numbered*, you are expected to evaluate each criterion individually.
- For Parts II-IV, use the “Criteria Satisfied” text box to identify key strengths. Reference specific sections and page numbers.
- For Parts II-IV, use the “Criteria Not Sufficiently Addressed, Concerns & Additional Questions” text box to identify key concerns and to identify questions that are important to getting a full understanding of the plan. Reference specific sections and page numbers.
- For Parts II-IV, use the “Summary” boxes at the end to highlight the key strengths and concerns that you have for that Part of the petition as a whole.

**NOTE:** *Many charter applications may not likely follow the format or sequence of this rubric. In many instances it will be necessary to review multiple sections of the petition before returning to the rubric to assess one of the following areas identified for evaluation.*

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## I. EXECUTIVE SUMMARY

**NOTE:** This is **NOT** a legally required element of a charter petition and therefore may not be specifically identified in the charter petition. OUSD Administrative Regulations call for a 1-2 page summary of the charter petition. This section may be applied if summary is included.

The Executive Summary provides a comprehensive overview of the proposed plan. The Executive Summary should present the school’s mission, vision, values and school educational philosophy. An Executive Summary that excels will articulate the following:

- A Mission Statement that is clear and compelling; focuses on improving educational outcomes; and establishes a set of priorities that are meaningful, manageable and measurable;
- A Vision Statement that describes that brings to life a student’s daily experience at the school including rituals, expectations, and co-curricular activities;
- A defined **Educational Philosophy and Approach** – including what it means to be an “educated person” in the 21<sup>st</sup> Century and how learning best occurs– that is aligned with the mission statement, proven effective for the target population and applicable to varied teaching and learning styles (§ 47605(b)(5)(A) (Element 1); and
- An organizational team that is diverse, supportive and committed to advancing the mission of the proposed school.

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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## II. EDUCATIONAL PROGRAM

Statutory References:

E.C. § 47605(b)(1)

E.C. § 47605(b)(5)(A)-(C)

The education program should tell you who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should give you a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

### A. TARGET POPULATION

**NOTE:** *Detail in this area is often lacking in charter petitions, but has been assessed by OUSD in its experience creating new schools to be a critical factor in the success of proposed educational programs.*

A description of the Target Population excels if it has the following characteristics:

- Coherent description of the students the school expects to serve based on understanding of the district population and the location in which the school expects to operate;
- Demonstrated understanding of the educational needs of the target population; and
- Explanation of how the mission and vision align with the needs of the target population.

#### TARGET POPULATION

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### ANALYSIS: TARGET POPULATION

| If Meets or Excels;<br><b>Strengths</b> | Reference | If Approaches or Inadequate;<br><b>Concerns &amp; Additional Questions</b> | Reference |
|---|-----------|--|-----------|
|   |           |  |           |

## B. PHILOSOPHY AND APPROACH TO INSTRUCTION

A description of the Educational Philosophy and Approach to Instruction excels if it has the following characteristics:

1. **Rationale:** *Is the rationale compelling?*
  - A compelling rationale with a clear foundation in research-based educational practices, teaching methods and/or high standards for student learning;
2. **Mission Alignment:** *Do the philosophy and approach align with the mission and vision?*
  - Alignment with mission and vision; and
3. **Population Alignment:** *Does sound reasoning or evidence indicate that the target population is likely to benefit?*
  - Persuasive explanation of why the philosophy and approach are appropriate for and likely to result in improved educational performance for the target population, including any available performance data from use of the same educational philosophy and approach to instruction with similar populations.

### 1. Rationale: *Is the rationale compelling?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 2. Mission Alignment: *Do the philosophy and approach align with the mission and vision?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 3. Population Alignment: *Does sound reasoning or evidence indicate that the target population is likely to benefit?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## ANALYSIS: EDUCATIONAL PHILOSOPHY AND APPROACH TO INSTRUCTION

| If Meets or Excels;<br><b>Strengths</b> | Reference | If Approaches or Inadequate;<br><b>Concerns &amp; Additional Questions</b> | Reference |
|---|-----------|--|-----------|
| Rationale                               |           | Rationale  |           |
| Mission Alignment                       |           | Mission Alignment  |           |
| Population Alignment                    |           | Population Alignment   |           |

### C. CURRICULUM FRAMEWORK

The description of the curriculum should provide the reviewer with a sense not only of *what* the school will teach but also of *how* and *why*. It must present research, applicant experience and/or reasoning sufficient to convince the reviewer that the applicants have already made sound educational decisions.

A description of the Curriculum Framework excels if it has the following characteristics:

**Mark this box and complete this part, on behalf of the curriculum that has already been selected/developed:**

1. **Alignment:** *Is the selection well-reasoned and aligned with the mission, state standards and student needs?*
  - A clear description of the framework and research, experience and/or sound reasoning that demonstrates alignment with the school’s mission, state standards and anticipated student needs;
2. **Implementation:** *Does the plan demonstrate the resources, scheduling and professional support needed for effective implementation?*
  - An implementation plan showing persuasively the resources, daily schedule, annual calendar and professional development that support effective implementation; and
3. **Evaluation:** *Does the school have strategies to evaluate effectiveness and respond when student performance falls short of goals?*
  - Effective strategies for evaluating the effectiveness of implementation and responding when student performance falls short of goals.

1. **Alignment:** *Is the selection well-reasoned and aligned with the mission, state standards and student needs?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. **Implementation:** *Does the plan demonstrate the resources, scheduling and professional support needed for effective implementation?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. **Evaluation:** *Does the school have strategies to evaluate effectiveness and respond when student performance falls short of goals?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### ANALYSIS: CURRICULUM FRAMEWORK

| If Meets or Excels;<br><b>Strengths</b> | Reference | If Approaches or Inadequate;<br><b>Concerns &amp; Additional Questions</b> | Reference |
|---|-----------|--|-----------|
| Alignment                               |           | Alignment  |           |
| Implementation                          |           | Implementation   |           |

|            |  |            |  |
|------------|--|------------|--|
| Evaluation |  | Evaluation |  |
|------------|--|------------|--|

**Mark this box and complete this part, *on behalf of the curriculum that has yet to be developed:***

**1. Plan:** *Is there a sound curriculum development plan?*

- A thorough, persuasive plan for development including the research base to be considered and foundation materials;

**2. Schedule:** *Is there a well-defined, realistic schedule?*

- A realistic, time-specific development schedule; and

**3. Responsibilities:** *Are the development responsibilities clear and manageable?*

- Identification of individuals responsible for development and evidence that they are well-qualified for the task.

**1. Plan:** *Is there a sound curriculum development plan?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**2. Schedule:** *Is there a well-defined, realistic schedule?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**3. Responsibilities:** *Are the development responsibilities clear and manageable?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ANALYSIS: CURRICULUM DEVELOPMENT PLAN**

| If Meets or Excels;<br><b>Strengths</b> | Reference | If Approaches or Inadequate;<br><b>Concerns &amp; Additional Questions</b> | Reference |
|---|-----------|--|-----------|
| Plan                                    |           | Plan   |           |
| Schedule                                |           | Schedule   |           |
| Responsibilities                        |           | Responsibilities   |           |

## D. PUPIL OUTCOMES

Pupil outcomes are central to the school’s existence. They represent the school’s definition of success and should drive all aspects of the program and operation. A description of Pupil Outcomes excels if it has the following characteristics:

1. **Alignment:** *Do the objectives align with the mission and vision?*
  - Educational objectives aligned with the mission, vision and educational program;
2. **Measurement:** *Are the goals clear, specific and measurable?*
  - Multiple performance measures applied to student learning objectives.
  - Measures include performance goals based on absolute (e.g., proficiency levels), relative (e.g., comparison schools) and individual gains (e.g., year-to-year matched student cohort gains);
  - Goals that are specific, measurable and timebound;
3. **Performance Level:** *Have the petitioners demonstrated that the target performance levels are both ambitious and attainable?*
  - Performance levels that are both ambitious and realistic including rigorous promotion and graduation standards;
  - Performance levels are considered annually and graduated as need to sufficiently accelerate learning based on the needs of the target population;

### 1. Alignment: Do the objectives align with the mission and vision?

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 2. Measurement: Are the goals clear, specific and measurable?

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### 3. Performance Level: Have the petitioners demonstrated that the target performance levels are both ambitious and attainable?

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## ANALYSIS: PUPIL OUTCOMES

| If Meets or Excels;<br><b>Strengths</b> | Reference | If Approaches or Inadequate;<br><b>Concerns &amp; Additional Questions</b> | Reference |
|---|-----------|--|-----------|
| Alignment                               |           | Alignment  |           |
| Measurement                             |           | Measurement  |           |
| Performance Level                       |           | Performance Level  |           |



## E. PUPIL PROGRESS

Summative evaluations measure student performance for the purpose of evaluating academic program effectiveness and overall school operation. In other words, they are used to determine how much students have learned.

Formative evaluations measure student performance for the purpose of determining students' learning needs and to inform instructional strategies. In other words, they are used to determine what students still need to learn.

A plan for evaluating Pupil Progress excels if it uses both formative and summative and includes the following characteristics:

**1. Assessments:** *Does the school have valid and reliable measures of student progress?*

- Identification of the expected range of formative and summative assessments including but not limited to state-mandated assessments;
- Evidence that assessments will be valid and reliable measures of student progress toward achieving the identified Pupil Outcomes.

**2. Instruction Improvement:** *Does the school have a sound plan for using assessments to inform instruction?*

- A coherent strategy for using student assessment and performance data to evaluate and inform instruction on an ongoing basis.

**3. Reporting:** *Is the school committed to reporting and disseminating performance information?*

- A plan for sharing performance information, including standardized test results, with students, families and public agencies, as required.

**1. Assessments:** *Does the school have valid and reliable measures of student progress?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**2. Instruction Improvement:** *Does the school have a sound plan for using assessments to inform instruction?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**3. Reporting:** *Is the school committed to reporting and disseminating performance information?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### ANALYSIS: PUPIL PROGRESS

|   |           |  |           |
|---|-----------|--|-----------|
| If Meets or Excels;<br><b>Strengths</b> | Reference | If Approaches or Inadequate;<br><b>Concerns &amp; Additional Questions</b> | Reference |
|---|-----------|--|-----------|

|                           |  |                           |  |
|---------------------------|--|---------------------------|--|
| Assessments               |  | Assessments               |  |
| Instructional Improvement |  | Instructional Improvement |  |
| Reporting                 |  | Reporting                 |  |

**F. SPECIAL POPULATIONS: SPECIAL EDUCATION**

Federal law requires charter schools, like all public schools, to provide a free appropriate education in the least restrictive environment to students identified with disabilities who are enrolled at the school. A plan for serving students with disabilities excels if it has the following characteristics:

- Demonstrated understanding of state and federal special education requirements including the fundamental obligation to provide a free, appropriate education to students identified with disabilities;
- A clear statement regarding whether petitioners expect the school’s anticipated LEA status for purposes of special education;
- A sound plan -- including lead contact, funding, service and intervention arrangements -- for identifying and meeting the needs of students identified with disabilities;
- Alignment of the special education plan with the core educational program; and
- Evidence of high expectations for students with special needs.

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ANALYSIS: SPECIAL EDUCATION**

|   |           |  |           |
|---|-----------|--|-----------|
| If Meets or Excels;<br><b>Strengths</b> | Reference | If Approaches or Inadequate;<br><b>Concerns &amp; Additional Questions</b> | Reference |
|   |           |  |           |

**G. SPECIAL POPULATIONS: ENGLISH LANGUAGE LEARNERS**

Federal law requires charter schools, like all public schools, to meet the needs of English language learners by helping them gain English proficiency and also make progress in all academic subjects. A plan for serving English language learners excels if it has the following characteristics:

- Demonstrated understanding of the likely English language learner population;
- A sound approach to identifying and meeting the needs of English language learners tailored to the anticipated population;
- A sound approach to helping English language learners fulfill expectations of the core educational program, including a lead contact and intervention process; and
- Evidence of high expectations for English language learners.

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ANALYSIS: ENGLISH LANGUAGE LEARNERS**

|   |           |  |           |
|---|-----------|--|-----------|
| If Meets or Excels;<br><b>Strengths</b> | Reference | If Approaches or Inadequate;<br><b>Concerns &amp; Additional Questions</b> | Reference |
|   |           |  |           |

### EDUCATIONAL PROGRAM SUMMARY

Please summarize your evaluation of the school’s proposed educational program by rating the program’s soundness as a whole. Your rating should reflect your overall impression of the plan as presented. Following the rating, please use the comment boxes to discuss the most significant strengths and weaknesses of the educational program.

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### EDUCATIONAL PROGRAM SUMMARY

|                   |
|-------------------|
| <b>Strengths</b>  |
| 200 words maximum |

|  |
|--|
| <b>Concerns and Additional Questions</b> |
| 200 words maximum                        |

### III. PETITIONER CAPACITY

Statutory References:

- E.C. § 47605(b)(2)
- E.C. § 47605(b)(5)(D)-(P)
- E.C. § 47605(c)(2)
- E.C. § 47605(g)

The Charter Schools Act requires the authorizer to determine whether the petitioners are “demonstrably unlikely to successfully implement the program.” Experience with new school development demonstrates that unless petitioners have sound plans and capacity for governance, management, employment and financial operation, they are unlikely to successfully implement the program. This section should provide a clear, convincing picture of the petitioners’ capacity to operate the school successfully.

#### A. GOVERNANCE CAPACITY

A description of the plan for Governance excels if it has the following characteristics:

**1. Legal Structure:** *Does the school have adequate and appropriate legal structure?*

- Documentation of proper legal structure (Articles of Incorporation stamped by the Office of the Secretary of State and corporate Bylaws);
- Evidence of 501(c)3 Non-Profit Corporation status;
- Adequate bylaws, policies & procedures for governing body operation (director selection & removal, decision making, powers and duties, expansion and transition plans)

**2. Governance Experience:** *Does the board demonstrate the capacity needed to govern effectively?*

- Evidence of analysis that proposed founding members of the governing body possess and will contribute the wide range of knowledge and skills needed to oversee a successful charter school;
- Evidence of the existing or emerging capacity of the proposed founding members of the governing board to work as an effective unit in the interest of the proposed charter school;

**3. Operating Plan:** *Does the school have an operating plan that complies with legal obligations and incorporates sound governance practices?*

- Demonstrated understanding of the board’s responsibility for the educational and fiscal integrity of the school and for fulfilling the terms of the charter;
- Clear, reasonable selection and removal procedures, term limits, meeting schedules, and powers and duties for members of the governing body;
- Demonstrated understanding and assurance of compliance with open meetings requirements;
- Reasonable conflict of interest policy;
- Adequate plan for insurance;
- A plan for meaningful involvement or input of parents and community members in the governance of the school;
- Clear, sensible delineation of roles and responsibilities of parent councils, advisory committees or other supporting groups; and
- Clear, sensible definition of governing body roles and responsibilities in relation to management.

**1. Legal Structure:** *Does the school have adequate and appropriate legal structure?*

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Inadequate</b>        | <b>Approaches</b>        | <b>Meets</b>             | <b>Excels</b>            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**2. Governance Experience:** *Does the board demonstrate the capacity needed to govern effectively?*

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Inadequate</b>        | <b>Approaches</b>        | <b>Meets</b>             | <b>Excels</b>            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**3. Operating Plan:** *Does the school have an operating plan that complies with legal obligations and incorporates sound governance practices?*

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Inadequate</b>        | <b>Approaches</b>        | <b>Meets</b>             | <b>Excels</b>            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ANALYSIS: GOVERNANCE CAPACITY**

| <b>If Meets or Excels;<br/>Strengths</b> | <b>Reference</b> | <b>If Approaches or Inadequate;<br/>Concerns &amp; Additional<br/>Questions</b> | <b>Reference</b> |
|--|------------------|---|------------------|
| Legal Structure                          |                  | Legal Structure   |                  |
| Governance Experience and Expertise      |                  | Governance Experience and Expertise   |                  |
| Operating Plan                           |                  | Operating Plan  |                  |

## B. MANAGEMENT CAPACITY

A leadership plan excels if it has the following characteristics:

1. **Enrollment Procedures:** *Does the petition present reasonable enrollment procedures that comply with applicable law?*
  - A description of the means by which the school will seek to attain a racial and ethnic balance among its pupils that is reflective of the district including specific plans and strategies for student recruitment;
  - A clear and compelling student recruitment plan likely to attract projected enrollment, particularly in Year 1;
  - A specific plan for conducting a public random drawing or an assurance that such a drawing will be conducted subject to district approval in the event that the number of pupils who wish to attend the school exceed the capacity;
  - An assurance that the school will not impose admission requirements OR, if the school proposes to have requirements, a precise description of those requirements, a compelling statement regarding why they are essential to fulfillment of the school's mission, and a specific plan for the school will incorporate the requirements into any random drawings.
  
2. **Operating Procedures:** *Does the petition present sound operating procedures that comply with applicable law?*
  - The procedures that the school will follow to ensure the health and safety of pupils and staff;
  - A discipline policy with suspension and expulsion procedures that are consistent with the school's mission, educational philosophy and applicable law;
  - A statement regarding attendance alternatives for students residing in the district who choose not to attend the school;
  - A statement that the school intends to use the district's approved procedure for resolving disputes relating to provisions of the charter OR, in the alternative, a clear description of the procedures that the school proposes to use;
  - A description of the systems likely to be effective in addressing parent and community complaints; and
  - An assurance that the school will comply with the district's approved procedures for school closure in the event that the charter is relinquished, revoked or not renewed.
  
3. **Management Structure:** *How effective is the management structure likely to be?*
  - Clearly defined management roles and responsibilities;
  - A clear plan for recruitment, selection, development and evaluation of staff including the school leader;
  - Verifiable internal procedures and controls to ensure conformance with the approved budget;
  - An approved and public organizational chart delineating board and management roles and lines of authority;
  - Clear, sensible delineation of roles and responsibilities for implementing the school program including clearly defined roles for parent councils, advisory committees and other supporting groups;
  - Management job descriptions identifying key roles, responsibilities and accountability;

- An allocation of time, financial resources and personnel that is sufficient for planning and start-up prior to the school’s opening; and
- The manner in which administrative services are to be provided and any potential civil liability effects on the school or the district.

**1. Enrollment Procedures:** *Does the petition present reasonable enrollment procedures that comply with applicable law?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**2. Operating Procedures:** *Does the petition present sound operating procedures that comply with applicable law?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**3. Management Structure:** *How effective is the management structure likely to be?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ANALYSIS: MANAGEMENT CAPACITY**

| If Meets or Excels;<br><b>Strengths</b> | Reference | If Approaches or Inadequate;<br><b>Concerns &amp; Additional Questions</b> | Reference |
|---|-----------|--|-----------|
| Enrollment Procedures                   |           | Enrollment Procedures  |           |
| Operating Procedures                    |           | Operating Procedures   |           |
| Management Structure                    |           | Management Structure   |           |



**C. EMPLOYMENT CAPACITY**

An employment plan excels if it has the following characteristics:

1. **Qualifications and Responsibilities:** *How clear and sensible are required staff capacities and intended allocation of responsibilities?*
  - Description of the qualifications for and responsibilities of key employees of the school, including the instructional leader.
  
2. **Compensation Plan:** *How sound is the staff compensation plan?*
  - A compensation plan based on sound budget assumptions that reflects understanding of the prevailing market and supports the proposed educational program.
  
3. **Policies and Assurances:** *Does the petition contain the required assurances and a reasonable plan for policy development?*
  - Adequate personnel policies or a sound plan for timely development;
  - An assurance that staff will meet applicable state and federal requirements for credentialing and "highly qualified" status;
  - An adequate description of the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security;
  - A statement regarding employee rights of return, if any;
  - A clear declaration of 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; and
  - An assurance that staff will have criminal background and other required health and safety checks.

**1. Qualifications and Responsibilities:** *How clear and sensible are required staff capacities and intended allocation of responsibilities?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**2. Compensation Plan:** *How sound is the staff compensation plan?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**3. Policies and Assurances:** *Does the petition contain the required assurances and a reasonable plan for policy development?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ANALYSIS: EMPLOYMENT CAPACITY**

|   |           |  |           |
|---|-----------|--|-----------|
| If Meets or Excels;<br><b>Strengths</b> | Reference | If Approaches or Inadequate;<br><b>Concerns &amp; Additional Questions</b> | Reference |
| Qualifications and Responsibilities     |           | Qualifications and Responsibilities  |           |

|                         |  |                         |  |
|-------------------------|--|-------------------------|--|
| Compensation Plan       |  | Compensation Plan       |  |
| Policies and Assurances |  | Policies and Assurances |  |

**D. FINANCIAL CAPACITY**

The petition should present an understanding of how the charter operators intend to manage the school’s finances and maintain the organization’s financial viability. It should make a persuasive case for financial viability including sound revenue projections; expenditure requirements; and budgetary support for and alignment with the educational program.

A plan for financial capacity excels if it has the following characteristics:

1. *Financial Operation: How would you rate the structures and practices related to financial operation?*

- A balanced three-year budget accurately reflecting all budget assumptions;
- A start-up year plan with reasonable assessment of and plan for costs;
- A clear indication that the school has a sound plan for sustainability including funding for the core program that does not have ongoing reliance on “soft” money (e.g., donations, grants, etc.);
- Clear evidence and track record of sustainability, in the event there is an enduring reliance on “soft” money (e.g., donations, grants, etc.);
- An adequate reserve and contingency plan targeted to the minimum enrollment needed for solvency (especially for year 1);
- A sound plan for financial management systems;
- An audit assurance and/or plan with adequate budget allocation; and
- A plan for dissolution of assets should the school close.

2. *Revenues: How would you rate the accuracy and attainability of the revenue projections?*

- A narrative explaining key revenue assumptions;
- Realistic revenue projections showing all anticipated revenue sources -- including state, local, federal and private funds, and any fee-based programs and services;
- Realistic cash flow projection; and
- A fundraising plan including assumptions and report on current status.

3. *Expenditures: How would you rate the expenditure plan in terms of sound assumptions and priorities consistent with effective operation of the school?*

- Spending priorities that align with the school’s mission, educational program, management structure, professional development needs, and growth plan;
- A budget narrative explaining key expense assumptions;
- Realistic expense projections addressing major operating expenses including staffing and benefits, special education, facility, materials and equipment, and contracted services;
- Budgeting to meet minimum insurance requirements; and
- Evidence to support key assumptions including that compensation is sufficient to attract qualified staff and that facilities budget is adequate.

**1. Financial Operation: How would you rate the structures and practices related to financial operation?**

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**2. Revenues: How would you rate the accuracy and attainability of the revenue projections?**

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Inadequate</b>        | <b>Approaches</b>        | <b>Meets</b>             | <b>Excels</b>            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**3. Expenditures:** *How would you rate the expenditure plan in terms of sound assumptions and priorities consistent with effective operation of the school?*

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Inadequate</b>        | <b>Approaches</b>        | <b>Meets</b>             | <b>Excels</b>            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ANALYSIS: FINANCIAL CAPACITY**

| If Meets or Excels;<br><b>Strengths</b> | Reference | If Approaches or Inadequate;<br><b>Concerns &amp; Additional Questions</b> | Reference |
|---|-----------|--|-----------|
| Financial Operation                     |           | Financial Operation  |           |
| Revenues                                |           | Revenues   |           |
| Expenditures                            |           | Expenditures   |           |

**E. FACILITIES PLAN**

The Facilities Plan should demonstrate that the petitioners understand the school’s facilities needs and its options for meeting those needs.

**Do the petitioners anticipate using a district facility or finding a facility independent of the district?**

- Non-district facility**                       **District facility (Prop 39)**

**Select One**

**Non-district facility anticipated**

A description of the plan for using a non-district facility excels if it has the following characteristics:

- Informed assessment of anticipated facilities needs;
- Estimated costs for anticipated facilities needs based on research and evidence;
- A description of potential sites including location, size and resources;
- Informed analysis of the viability of potential sites;
- Adequate budget for anticipated facilities costs including renovation, rent, maintenance and utilities;
- A schedule for securing a facility including the person responsible for implementation
- An assurance of legal compliance (health and safety, ADA, and applicable building codes); and
- Identified funding sources.

**District facility anticipated pursuant to Prop 39**

A description of the facilities plan where the applicants have not yet identified a specific site will include the following characteristics:

- Informed assessment and description of anticipated facilities needs;
- Adequate budget based on 3% of anticipated per pupil revenue;
- A site preference with a compelling rationale for the preference; and
- An assurance of legal compliance (health and safety, ADA, and applicable building codes).

**Facilities Plan:** *Does the facilities plan indicate a thorough understanding of the school’s needs?*

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**ANALYSIS: FACILITIES PLAN**

|  |           |   |           |
|--|-----------|---|-----------|
| If Meets or Excels;<br><b><i>Strengths</i></b> | Reference | If Approaches or Inadequate;<br><b><i>Concerns &amp; Additional Questions</i></b> | Reference |
|  |           |   |           |

**PETITIONER CAPACITY SUMMARY**

Based on the information presented in the petition, how would you rate the likelihood that petitioners will successfully implement the proposed program? Your comments should identify the most significant strengths and weaknesses with respect to petitioner capacity.

| Inadequate               | Approaches               | Meets                    | Excels                   |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**PETITIONER CAPACITY SUMMARY**

|                   |
|-------------------|
| <b>Strengths</b>  |
| 200 words maximum |

|   |
|---|
| <b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b> |
| 200 words maximum   |

***This section to be completed by OUSD Office of Charter Schools Staff.***

**IV. SIXTEEN ELEMENTS TABLE**

Statutory Reference: E.C. §§ 47605(b)(5)(A) to (P).

The Charter Schools Act requires authorizers to evaluate whether the petitioners have presented a “reasonably comprehensive” description of 16 elements related to a school’s operation (the “16 Elements.” To complete the following table,

1. Read the Element (column 1)
2. Use column 2 to find your earlier assessment of the item
3. Translate your assessment into a rating of “Inadequate” or “Reasonably Comprehensive” and mark the corresponding box.

| <b>Element</b>   | <b>Evaluation Reference</b>       | <b>Inadequate</b>        | <b>Reasonably Comprehensive</b> | <b>Statutory Reference</b> |
|--|-----------------------------------|--------------------------|---------------------------------|----------------------------|
| Description of the educational program of the school, including what it means to be an “educated person” in the 21 <sup>st</sup> century and how learning best occurs. | <i>Section I., bullet 3</i>       | <input type="checkbox"/> | <input type="checkbox"/>        | E.C. § 47605(b)(5)(A)      |
| Measurable pupil outcomes  | <i>Section II.D.</i>              | <input type="checkbox"/> | <input type="checkbox"/>        | E.C. § 47605(b)(5)(B)      |
| Method by which pupil progress is to be measured   | <i>Section II.E.</i>              | <input type="checkbox"/> | <input type="checkbox"/>        | E.C. § 47605(b)(5)(C)      |
| Governance structure   | <i>Section III.A.</i>             | <input type="checkbox"/> | <input type="checkbox"/>        | E.C. § 47605(b)(5)(D)      |
| Qualifications to be met by individuals employed at the school   | <i>Section III.C.1.</i>           | <input type="checkbox"/> | <input type="checkbox"/>        | E.C. § 47605(b)(5)(E)      |
| Procedures for ensuring health & safety of students  | <i>Section III.B.2., bullet 1</i> | <input type="checkbox"/> | <input type="checkbox"/>        | E.C. § 47605(b)(5)(F)      |
| Means for achieving racial and ethnic balance  | <i>Section III.B.1., bullet 1</i> | <input type="checkbox"/> | <input type="checkbox"/>        | E.C. § 47605(b)(5)(G)      |
| Admission requirements, if applicable  | <i>Section III.B.1., bullet 3</i> | <input type="checkbox"/> | <input type="checkbox"/>        | E.C. § 47605(b)(5)(H)      |
| Manner for conducting annual, independent audits and for resolving exceptions or deficiencies  | <i>Section III.D.1., bullet 7</i> | <input type="checkbox"/> | <input type="checkbox"/>        | E.C. § 47605(b)(5)(I)      |
| Suspension and expulsion procedures  | <i>Section III.B.2., bullet 2</i> | <input type="checkbox"/> | <input type="checkbox"/>        | E.C. § 47605(b)(5)(J)      |
| Manner for covering staff members through the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security                    | <i>Section III.C.3., bullet 3</i> | <input type="checkbox"/> | <input type="checkbox"/>        | E.C. § 47605(b)(5)(K)      |
| Attendance alternatives for pupils   | <i>Section III.B.2.,</i>          | <input type="checkbox"/> | <input type="checkbox"/>        | E.C. § 47605(b)(5)(L)      |

|   |                                       |                          |                          |                       |
|---|---------------------------------------|--------------------------|--------------------------|-----------------------|
| residing within the district who choose not to attend the charter school          | <i>Bullet 3</i>                       |                          |                          |                       |
| Employee rights of return, if any   | <i>Section III.C.3.,<br/>bullet 4</i> | <input type="checkbox"/> | <input type="checkbox"/> | E.C. § 47605(b)(5)(M) |
| Dispute resolution procedure for school-authorizer issues related to the charter. | <i>Section III.B.2.,<br/>Bullet 4</i> | <input type="checkbox"/> | <input type="checkbox"/> | E.C. § 47605(b)(5)(N) |
| Statement regarding exclusive employer status of the school                       | <i>Section III.C.3.,<br/>bullet 5</i> | <input type="checkbox"/> | <input type="checkbox"/> | E.C. § 47605(b)(5)(O) |
| Procedures for school closure   | <i>Section III.B.2.,<br/>Bullet 5</i> | <input type="checkbox"/> | <input type="checkbox"/> | E.C. § 47605(b)(5)(P) |

**ANALYSIS: SIXTEEN ELEMENTS**

*Comment on strengths and concerns about specific elements only to the extent that you have not already provided the relevant analysis in an earlier section.*

| <b>Strengths</b> | <b>Reference</b> |
|------------------|------------------|
|                  |                  |

| <b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b> | <b>Reference</b> |
|---|------------------|
|   |                  |