

Charter Petition Review Orientation

Oakland Unified School District

Office of Charter Schools

Welcome & Agenda Overview

- Introductions
- “One reason you accepted this invitation to participate?”

Charter Law

Intent:

- Improving pupil learning
- Increase learning opportunities, particularly for low achieving students
- Encourage innovation
- Create new professional opportunities for teachers
- Provide parents and pupils with expanded choices
- Hold schools accountable for measurable pupil outcomes, change from rule-based to performance based accountability
- Provide vigorous competition w/in public school system

Charter Law

In reviewing petitions [...] the chartering authority shall be guided by:

- *Intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.*
- *A school district governing board shall grant a charter for the operation of a school under this part **if it is satisfied that granting the charter is consistent with sound educational practice**.*
- *The governing board of the school district **shall not deny** a petition for the establishment of a charter school **unless** it makes written factual findings, [...] to support one, or more, of the following findings:*

Charter law

- (1) *The charter school presents an **unsound educational program** for the pupils to be enrolled in the charter school.*
- (2) *The petitioners are **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 an affirmation of each of the conditions described in subdivision (d)*
- (5) *The petition does not contain **reasonably comprehensive descriptions** of **all** of the following:*

Charter Law

- (A) Educational Program
- (B) Measurable Pupil Outcomes
- (C) Method to measure pupil outcomes

Soundness of Educational Program

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- (D) Governance Structure
 - (E) Qualifications of employees
 - (F) Health & Safety Procedures
 - (G) Racial and Ethnic balance
 - (H) Admission requirements, if applicable
 - (I) Annual Financial Audits
 - (J) Suspension / Expulsion procedures
 - (K) STRS, PERS or Social Security
 - (L) Attendance Alternatives
 - (M) Return rights of employees
 - (N) Dispute resolution procedures
 - (O) Declaration of status as Exclusive Public School Employer
 - (P) School Closure Procedures

Petitioner Capacity

Role of the Authorizer (OUSD)

- Review and Approve/Deny charter petitions (Petition)
- Monitor and provide oversight during charter term (Office of Charter Schools)
- Hold schools accountable for their performance (Renewal)

Role of the Authorizer (OUSD)

Develop policies, practices & procedures for:

- Review of petitions
- Monitoring performance and overseeing compliance w/ laws and charter
- Evaluating effectiveness of program
- Intervention & possible closure
- Renewal decision-making

Role of the Authorizer (OUSD)

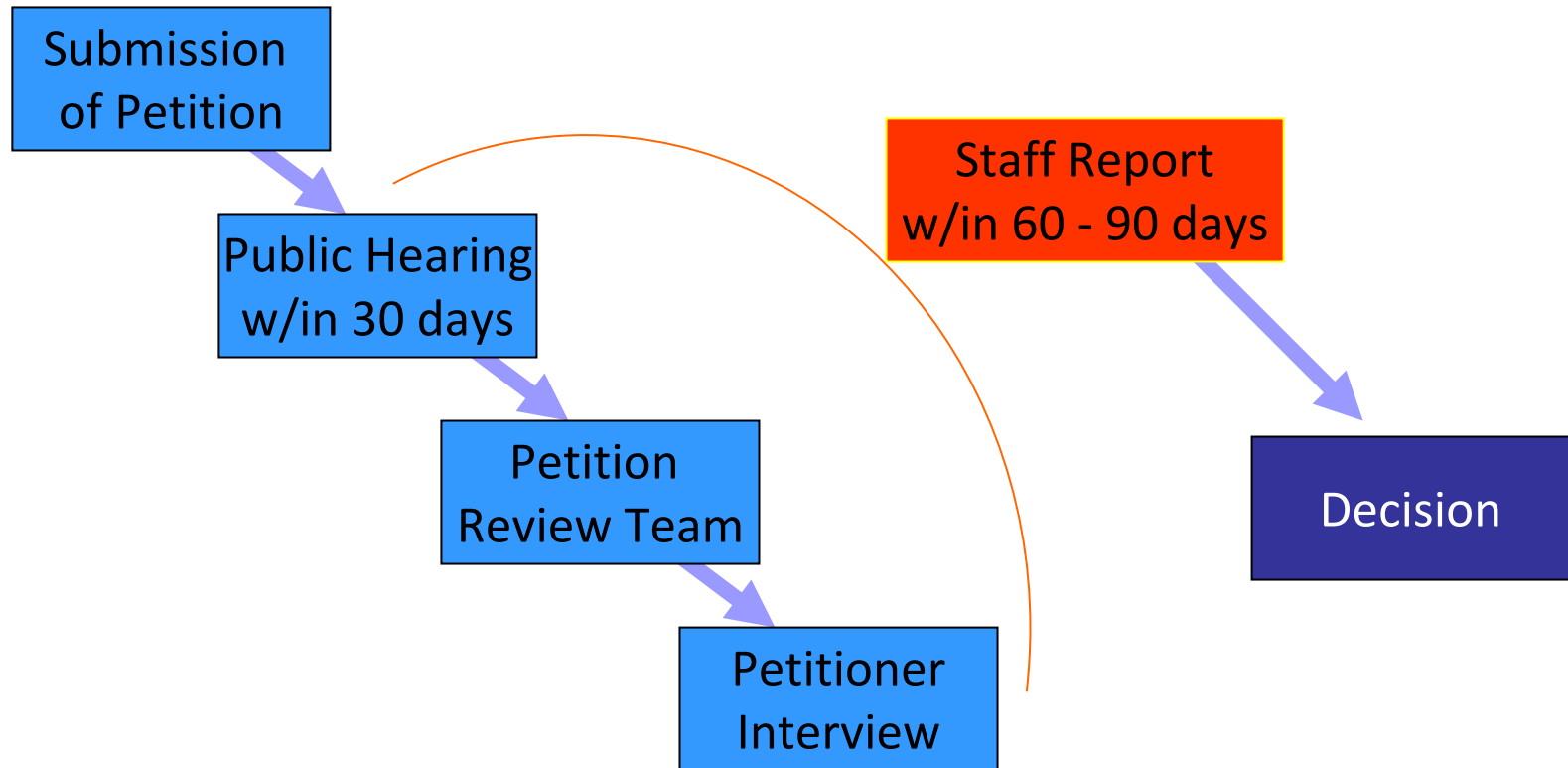
- Establishing Standards and Setting Expectations

Establishing Standards and Setting Expectations

OCS has Developed a **Rigorous Petition Review Process**:

- Application of a Rubric which sets the criteria descriptors at “Excels vs. Meets”
- Review by a diverse team of experts
- Petitioner interview to establish capacity

Process Overview



Petition Review Process

- 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.

Considerations

Rubric Focuses on:

- Soundness of Program
- Capacity of Petitioners
- Then...the 16 elements

NOTE:

- - Lettering in Rubric is NOT aligned to the lettering in the law for each element.
- - Use last page 16 elements table to map-backwards onto the rubric, if that's helpful.

Practice

- With a Partner...
- Read the petition section
- Review the evaluation criteria
- Discuss your assessment and any concerns or additional questions raised
- Share-out

Questions???

- Answers...