



OAKLAND UNIFIED SCHOOL DISTRICT

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TO: Vincent Matthews, State Administrator
& Members of the OUSD Board of Education

FROM: Kirsten Vital, Chief of Community Accountability
David Montes de Oca, Coordinator; Office of Charter Schools

DATE: January 9, 2008

RE: Civicorps Middle School
Charter Petition Request

ACTION REQUESTED

Approve the petition and charter to establish the Civicorps Middle School **as revised and with conditions on opening**, described herein, that must be satisfactorily fulfilled by the dates indicated and prior to the school's opening, which must be between July 1, and September 30, 2008. The approved charter is amended from the filed petition to incorporate the included revisions, conditions and deadlines below.

SUMMARY

Staff recommends that the OUSD State Administrator and Board of Education approve the petition for Civicorps Middle School, to open in Fall 2008, under the California Charter Schools Act. Staff recommends approval based on factual findings, specific to this petition, detailed in this report.

The Civicorps Middle School petition was submitted to the OUSD State Administrator and Board of Education on October 31, 2007. Joanna Lennon is the Lead Petitioner. A public hearing on the petition was conducted on November 28, 2007. Staff conducted a petitioner interview on December 18, 2007.

Civicorps Middle School proposes to open as a direct-funded charter school, operating in District 1. The school proposes to serve 100 students in grades 5 and 6 in its first year. Civicorps Middle School will add one grade each subsequent year, culminating in a total enrollment of 250 students in Year 5. The school will achieve its estimated full enrollment of 300 students in the 2014-15 school year.

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Grade 5	50	50	50	75	75	75	75
Grade 6	50	50	50	50	75	75	75
Grade 7		50	50	50	50	75	75
Grade 8			50	50	50	50	75
Total	100	150	200	225	250	275	300

The following is a summary of the key elements of Civicorps Middle School proposed in its petition and elaborated on in the petitioner interview:

Mission and Educational Program

Civicorps Middle School proposes to offer a rigorous, relevant, and attainable education program for all students that is standards-based, directed at its target population, and based on well-researched educational practices. Civicorps Middle School's guiding principles include service as a way of learning, participating in the life of the school and the community through stewardship of the environment, academic excellence, and artistic literacy. Civicorps Middle School proposes clearly articulated and high expectations for all learners.

Education Program Design

The Civicorps Middle School's education program design bases its educational practices on the research of educational experts specializing in middle school education, the needs of the early adolescent, service as a way of learning, and arts integration across the curriculum. Focusing on the school as a community, the Civicorps Middle School education program design contains key features such as advisory and positive youth development. Block scheduling and parent involvement in the design and daily life of the school are additional features of the education program design.

Measurable Pupil Outcomes

Civicorps Middle School states the following measurable pupil outcomes in its petition:

- Civicorps Middle School will increase the number of students scoring at or above proficient/advanced CST levels every year in accordance with state and federal standards;
- More than 70% of all students will demonstrate growth in their STAR results from one year to the next;
- Civicorps Middle School will score a 4 or better in its overall similar school ranking from one year to the next;
- 90% of all students will meet their internally identified growth targets in the school's reading, writing, and math interim assessments any given year; and
- 90% of students will meet the standards as outlined on Civicorps' Civic Literacy Rubric when graduating from 8th grade.

STATUTORY BACKGROUND

California Charter law is very clear regarding the approval or denial of charter school petitions. The following excerpt is taken from the California Charter Schools Act, California Education Code §47605. This excerpt delineates charter approval and denial criteria:

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, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (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.*
- (4) *The petition does not contain an affirmation of each of the conditions described in Education Code §47605(d).*
- (5) *The petition does not contain reasonably comprehensive descriptions of the 16 required charter elements.*

DISCUSSION

Staff bases its petition review process on three areas: (1) soundness of educational program, (2) petitioner capacity, and (3) a reasonably comprehensive description of the 16 required statutory elements. A petition review team consisting of middle school principals and district staff from multiple departments analyzed the petition using an evaluation tool with an embedded assessment rubric. The results of the analysis generated questions which were subsequently posed in a petitioner interview.

(1) Elements A, B and C. Soundness of Educational Program

To assess soundness of the educational program, staff and a review team analyzed the charter petition, conducted a petitioner interview, and found the following:

- **Target Population**
 - The petition and petitioners provided a coherent description of the students Civicorps Middle School expects to serve based on an understanding of the district population. (pg. 3-4)
 - A demonstrated understanding of the educational needs of the target population, and the mission and vision align with these needs. (pg. 6-7)
- **Philosophy and Approach to Instruction**
 - The rationale is compelling and grounded in research-based educational practices and teaching methods. (pg. 6-15)
 - The philosophy and approach align with the mission and vision, and are likely to benefit the target population. (pg. 6-15)
- **Curriculum Framework**
 - The curriculum framework will be based on standards maps and linked assessments correlated with Cycles of Inquiry. There is a comprehensive plan to implement a linked K-12 education program with accompanying assessment systems across all Civicorps schools (interview).
- **Pupil Outcomes**
 - The educational objectives align with the mission and vision. (pg. 23-27)
- **Pupil Progress**
 - Civicorps Middle School proposes valid and reliable measures of student progress that will be used to evaluate and inform instruction on an ongoing basis. (pg. 26-30)
 - The school is committed to reporting and disseminating performance information to students and families. (Appendix C)
- **Special Population: Special Education**
 - The petition demonstrates understanding of state and federal special education requirements, including petitioners' statement of expected LEA status for the purpose of special education. (pg. 19-21)

- Special Population: English Language Learners
 - Petition states that ELL students will be held to high clearly articulated expectations. (pg. 6-17)

Based on the above described areas of the educational program, staff deems Criteria (1)-Soundness of Educational Program to be fulfilled. The school presents a sound educational program for the pupils to be enrolled.

(2) Element D. Petitioner Capacity

To assess petitioner capacity, staff and a review team analyzed the charter petition, conducted a petitioner interview, and found the following:

- Governance Capacity
 - The petition outlines an adequate and appropriate legal structure. (pg. 35-36)
 - The Board demonstrates the capacity needed to govern effectively and appropriately. (pg. 30-33)
 - The petition presents an operating plan that complies with legal obligations and incorporates sound governance practices. (pg.30-49)
- Management Capacity
 - The petition presents sound operating procedures that comply with applicable law.
 - The management structure, as proposed, is likely to be effective. (pg. 30-61)
- Employment Capacity
 - Proposed staff capacities and the intended allocation of responsibilities are clear and sensible. (pg. 38-41)
 - The petition contains the required assurances and a reasonable plan for policy development. (pg. 64)
- Financial Capacity
 - The petition presents an understanding of how the charter operators intend to manage the school's finances and maintain the organization's financial viability. (pg. 36-37, 45-48)
- Facilities Plan
 - The petition states the school's intent to use a non-district facility provided by the Arch Diocese. (pg. 63)

Based on the above described areas of petitioner capacity, staff deems Criteria (2)-Petitioner Capacity to be fulfilled. The petitioners are demonstrable likely to successfully implement the program set forth in this petition.

(3) Required Signatures

The petition contains the required number of signatures.

(4) Affirmations

The petition contains the required affirmations.

(5) Sixteen Elements

Statutory Reference:

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.”) (*Education Code §47605(b)(5)(A) to (P)*) Analysis of the petition and responses to questions posed during the petitioner interview indicates whether the elements measure as “reasonably comprehensive” or “inadequate.”

Element	Inadequate	Reasonably Comprehensive	Statutory Reference
Description of the educational program of the school, including what it means to be an “educated person” in the 21 st century and how learning best occurs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(A)
Measurable pupil outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(B)
Method by which pupil progress is to be measured	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(C)
Governance structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(D)
Means for achieving racial and ethnic balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(G)
Admission requirements, if applicable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(H)
Procedures for ensuring health & safety of students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(F)
Suspension and expulsion procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(J)
Attendance alternatives for pupils residing within the district who choose not to attend the charter school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(L)
Dispute resolution procedure for school-authorizer issues related to the charter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(N)
Procedures for school closure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(P)
Qualifications to be met by individuals employed at the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(E)
Manner for covering staff members through the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(K)
Employee rights of return, if any	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(M)
Statement regarding exclusive employer status of the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(O)
Manner for conducting annual, independent audits and for resolving exceptions or deficiencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(I)

Based on the above table, staff deems Criteria (5)-Sixteen Elements to be fulfilled. The petition contains reasonably comprehensive descriptions of the 16 required charter elements with the included required charter text revisions.

RECOMMENDATION

Staff recommends that the Oakland Unified School District's State Administrator **approve** the petition and charter to establish Civicorps Middle School, if the lead petitioner agrees to the **included charter revisions and conditions on opening**, under the California Charter School Act.

This approval is for the charter program and operation in its entirety as proposed and revised herein. Any subsequent material revision of the provision of this charter may be made only with the approval of the District as charter authorizer (*Education Code §47607(a)(1)*). Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605 (*Education Code §47607(a)(2)*).

The term of this charter will be from July 1, 2008, through June 30, 2013, the maximum period allowed under the California Charter Schools Act (*Education Code §47607(a)(1)*). The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

A charter may be revoked by the authority that granted the charter if the authority finds that the charter school committed a material violation of any of the conditions, standards, or procedures set forth in its charter (*Education Code §47607(c)(1)*). The State Administrator's approval of this charter shall incorporate the conditions on opening and associated deadlines as a condition of the charter.

The District retains the authority to delay opening for a period of up to one year, if any of the conditions on opening are not satisfactorily met by the associated deadlines. Not meeting any one of the conditions on opening and associated deadlines set forth in this approval may be grounds for revocation as set forth in the California Charter Schools Act (*Education Code §47607(c)(1)*).

Pursuant to OUSD Governing Board Policy, BP 0420.4, if the school does not open on or before September 30, 2010, it will be considered a demonstration of petitioners' lack of capacity to implement the program set forth in the petition and the District will initiate charter revocation procedures.

Attachment I: Charter Text Revisions

Attachment II: Conditions on Opening

ATTACHMENT I - CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools one hard copy and one electronic copy in *Word* format of a revised charter to include all revisions outlined below no later than 5pm on Friday, February 1, 2008.

Charter Text	Text Reference	Required Revision
<p>“The Oakland Unified School District is entitled to a representative on the Civicorps Schools Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, the District representative will sit on the board as a nonvoting member who facilitates communication and mutual understanding between the Charter School and District.”</p>	<p>Page 31</p>	<p>As revised: <i>“The Oakland Unified School District is entitled to a representative on the Civicorps Schools Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, the District representative will <u>may decide to</u> sit on the board as a nonvoting member who facilitates communication and mutual understanding between the Charter School and District.”</i></p> <p>Prior language is too restrictive and does not allow sufficient flexibility for the District under CA Education Code 47604(b) <i>The governing board of a school district that grants a charter for the establishment of a charter school formed and organized pursuant to this section shall be entitled to a single representative on the board of directors of the nonprofit public benefit corporation.</i></p>
<p>“Next, preference will be given to children of a member of the school faculty, staff, founders or board (no more than 10% of total enrollment).”</p> <p>“...or parent on staff,...”</p>	<p>Page 45</p>	<p>Strike language from the text as this preference must first be adequately reviewed and considered by the District prior to approval, pursuant to EC 47605 (d)2)(B) <i>...Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.</i></p> <p>Amendment requests to this section may be submitted or additional preferences outlined in a possible Memorandum of Understanding (MOU).</p>
<p>“...insureds.”</p>	<p>Page 48</p>	<p>Corrected spelling: “...insured.”</p>
<p>“The charter school Principal and Principal will resolve complaints and grievances...”</p>	<p>Page 57</p>	<p>By February 1, 2008 submission of revised charter, clarify the dual use of the term “Principal” in this section to better identify the responsible parties.</p>
<p>“Please see Appendix E for a more detailed description of the dispute resolution process contained in Civicorps Schools Staff Handbook regarding internal disputes.”</p>	<p>Page 57</p>	<p><i>Appendix E</i> as referenced here was not attached to original submission on October 31, 2007. By February 1, 2008 submission of revised charter, <i>Appendix E</i> as referenced here must be attached to revised charter.</p>

<p>“In the event that the school or granting agency have disputes regarding the terms of this charter or any other issue regarding the school and grantor’s relationship, both parties agree to follow the process outlined below.”</p>	<p>Page 58</p>	<p>As revised: “<i>In the event that the school or granting agency have disputes regarding the terms of this charter or any other issue regarding the school and grantor’s relationship, both parties agree to follow <u>consider</u> the process outlined below.</i>”</p>
<p>“In the event of a dispute between the school and the grantor, the staff and governing board members of the School and District agree to first frame the issue in a written format and to refer the issue to the Superintendent of the District and Executive Director of Civicorps Schools, or their designees. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.”</p>	<p>Page 58</p>	<p>As revised: “<i>In the event of a dispute between the school and the grantor, the staff and governing board members of the School and District <u>may</u> agree to first frame the issue in a written format and to refer the issue to the Superintendent of the District and Executive Director of Civicorps Schools, or their designees. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall <u>may</u> be specifically noted in the written dispute statement.</i>”</p>
<p>“The Executive Director and Superintendent, or their representatives, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Executive Director of Civicorps Schools and Superintendent to attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Executive Director and Superintendent shall meet to jointly identify a neutral third party mediator. The format of the mediation session shall be developed jointly by the Executive Director and Superintendent and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the governing boards of the school and grantor jointly agree to bind themselves.</p>	<p>Page 58</p>	<p>As revised: “<i>The <u>charter</u> Executive Director and Superintendent, or their representatives, <u>District representative</u> shall <u>would</u> informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify <u>may consider identifying</u> two governing board members from their respective boards who shall <u>would</u> jointly meet with the <u>charter</u> Executive Director of Civicorps Schools and Superintendent <u>District representative</u> to attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the <u>charter</u> Executive Director and Superintendent <u>District representative</u> shall <u>may</u> meet to jointly identify a neutral third party mediator. The format of the mediation session shall <u>would</u> be developed jointly by the <u>charter</u> Executive Director and Superintendent <u>District representative</u> and shall <u>would</u> incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall <u>would</u> be non-binding, unless the governing boards of the school and grantor jointly agree to bind themselves.</i>”</p>
<p>“The Oakland Unified School District may inspect</p>	<p>Page 58</p>	<p>Strike language from the text as this</p>

<p>or observe any part of the school at any time, but shall provide reasonable notice to the director of the school prior to any observation or inspection. The Oakland Unified School District shall provide such notice at least three working days prior to the inspection or observation, unless the school’s board or director agrees to otherwise.”</p>		<p>language is too restrictive and does not allow sufficient flexibility for the District. The District reserves the right to inspect or observe any part of the school at any time.</p>
<p>“Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the Oakland Unified School District without the mutual consent of the governing board of the school.”</p>	<p>Page 58</p>	<p>Strike language from the text as this language is too restrictive and does not allow sufficient flexibility for the District. The District retains the authority to assign or subcontract any oversight responsibilities if it chooses.</p>
<p>“Within two months of the receipt of this report, the charter-granting agency must notify the governing board of the school as to whether it considers the school to be making satisfactory progress relative to the goals specified in the this charter. This annual notification will include the specific reasons for the charter-granting agency’s conclusions. If, in its review of the school’s annual report, the charter-granting agency determines that the school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is renewed for a term of no less than five years, subject to satisfactory completion of charter renewal requirements.”</p>	<p>Page 58-59</p>	<p>Strike language from the text as this language is too restrictive and does not allow sufficient flexibility for the District. Additionally, this section does not take into consideration existing and developing policies, practices and procedures that govern charter renewal. There is no automatic charter renewal.</p>
<p>“If the school ceases operation, and the board determines that there is no successor charter school which can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities.”</p>	<p>Page 59</p>	<p>As revised: <i>“If the school ceases operation, and the board determines that there is no successor charter school which can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities.”</i></p> <p>Term “successor charter school” is not sufficiently defined to be incorporated into the approved charter text.</p>
<p>“Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in California Education Code Section 47605; provided however that the charter school shall not be required to obtain petition signatures prior to making material amendments to the charter petition.”</p>	<p>Page 61</p>	<p>As revised: <i>“Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in California Education Code Section 47605; provided however that the charter school shall not be required to obtain petition signatures prior to making material amendments to the charter petition.”</i></p> <p>The District retains the authority to grant material revisions pursuant to CA</p>

		Education Code, Section 47607(a)(1) [...] <i>A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. [...] (2) Renewals and material revisions of charters shall be governed by the standards and criteria in Section 47605, and shall include, but not be limited to a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.</i>
“Further details regarding the relationship between Civicorps Middle School and OUSD will be detailed in an annual memorandum of understanding between the charter school and the district.”	Page 63	As revised: “ <i>Further details regarding the relationship between Civicorps Middle School and OUSD will be <u>may be</u> detailed in an annual memorandum of understanding between the charter school and the district.</i> ” The District does not currently use an annual Memorandum of Understanding with the charter schools it authorizes, though one is in development at the time of this report.
Assurances	Page 65	Add §47605(d)(3): “ <i>If a 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 the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.</i> ”
Assurances	Page 65	Assurances page submitted to the District on Oct. 31, 2007 did not include a <i>signature</i> of the authorized charter school representative. By February 1, 2008 submission of revised charter, <i>Revised Assurances</i> page must be signed by the authorized charter school representative.

ATTACHMENT II - CONDITIONS ON OPENING: This list has a graduated set of due dates in order to align with typical school planning processes, as well as applicability of each item in the overall assessment of the school’s readiness to open. The vast majority of these items are intended to be “one time” submissions for new schools. Only those items marked with an asterisk (*) are intended to be updated annually. **Please pay careful attention to the due dates for all conditions on opening.** All items listed are to either be emailed on or before the due date to paige.hirsch@ousd.k12.ca.us and cc’d to vilma.bermudez@ousd.k12.ca.us or hand-delivered to the OUSD Office of Charter Schools at 1025 2nd Ave Room 206, Oakland, CA 94605. *Hand-delivered items must receive a receipt from the Office of Charter Schools to ensure verification of timely submission.*

Charter Revision		
Friday, February 1, 2008.	<input type="checkbox"/>	Submit to the District’s Office of Charter Schools one hard copy and one electronic copy in <i>Word</i> format of a revised charter to include all revisions outlined in the charter approval.
Governance		
Monday, March 3, 2008.	<input type="checkbox"/>	Submit the names and contact information of Governing Board members, and Board meeting dates, times, and locations, using Excel template provided by the Office of Charter Schools.*
	<input type="checkbox"/>	Submit Organizational Chart.
	<input type="checkbox"/>	Submit resumes for any new member of the Governing Board who was not included in the charter petition.
	<input type="checkbox"/>	Submit bylaws approved by the school’s Governing Board.
Monday, April 7, 2008	<input type="checkbox"/>	Submit Governing Board policies aligned with the principles of the Brown Act, the Political Reform Act, and policies and procedures regarding self-dealing and conflict of interest.
Enrollment Policies and Application for Admission		
Monday, March 3, 2008.	<input type="checkbox"/>	Submit Board-approved Enrollment Policy and an Application for Admission.
Monday, June 30, 2008	<input type="checkbox"/>	Submit list of enrolled students—including name, DOB, prior school, home language, Oakland residency or not, and CSIS number (list to be updated September 15, 2008 and annually) using Excel template provided by the Office of Charter Schools.*
Nutrition Services Program		
Wednesday, April 30, 2008	<input type="checkbox"/>	Submit written assurance identifying the terms of a contract with an external food service provider, or whether or not the school wishes to contract food services through OUSD.
Complaint Procedure		
Wednesday, April 30, 2008	<input type="checkbox"/>	Submit Board-approved Comprehensive Complaint and Investigation Process to include the Internal Dispute Resolution Policy.
	<input type="checkbox"/>	Submit Board-approved Uniform Complaint Process, posting location(s), and method of notifying parents of this annually.
	<input type="checkbox"/>	Submit Board-approved Comprehensive Anti-Harassment Policies and Procedures regarding sexual harassment or other harassment based on gender, race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability.

Student Learning Time		
Wednesday, April 30, 2008	<input type="checkbox"/>	Submit certification of instructional hours to be provided in 2008-2009.* Carefully read <i>Education Code §46201(a)(3)</i> . [instructional minutes requirement]
	<input type="checkbox"/>	Submit adopted 12-month school calendar distinguishing dates with standard or reduced instructional time, and noting vacation days.*
Code of Conduct, Student Handbook, and Recommended Policies		
Wednesday, April 30, 2008	<input type="checkbox"/>	Submit Student and Family Handbook.* (Prepare student/family handbook and registration materials--to include the enrollment schedule, school calendar, all policies and procedures pertaining to health and safety, homework, attendance, discipline, suspension and expulsions--in all languages as distributed.)
	<input type="checkbox"/>	Submit Governing Board-approved Code of Conduct. (Prepare the school's Code of Conduct so that it is consistent with the program and school characteristics outlined in your charter petition, as well as with applicable California <i>Education Code</i> .)
Insurance Policies		
Wednesday, April 30, 2008	<input type="checkbox"/>	Submit evidence of commercial general liability insurance for not less than \$1,000,000 per incident; to include the District as additionally insured.
	<input type="checkbox"/>	Submit evidence of fidelity bond coverage for not less than \$50,000 per occurrence and workers' compensation insurance.
Financial Organization		
Wednesday, April 30, 2008	<input type="checkbox"/>	Submit copy of the school's Annual Information Sheet & Funding Survey" to the CDE (plus annual filings to be provided to CDE by June 1 and any updates in future years).
	<input type="checkbox"/>	Submit the school's Fiscal Policies and Procedures.
School Facility and Building Safety		
Friday, May 30, 2008	<input type="checkbox"/>	Submit a copy of an executed lease or deed for a facility, or suitable comparable, noting occupancy on or before July 1, 2008 or no later than 45 days prior to the start of instruction.
	<input type="checkbox"/>	Submit written assurance that the facility selected for the school is programmatically accessible to physically handicapped individuals.
	<input type="checkbox"/>	Make available for inspection a current Certificate of Occupancy.
	<input type="checkbox"/>	Make available for inspection a current Fire Inspection Certificate.
	<input type="checkbox"/>	Make available for inspection a current Building Safety Inspection Certificate.
	<input type="checkbox"/>	Make available for inspection a current Health Inspection.
Monday, June 30, 2008	<input type="checkbox"/>	Make available for inspection a current Asbestos Inspection Report and Management Plan.
	<input type="checkbox"/>	Submit Blood Borne Pathogens Exposure Control Plan.
	<input type="checkbox"/>	Submit Facilities Safety and Evacuation Plan.
	<input type="checkbox"/>	Submit Board-approved Emergency Preparedness Handbook.
Monday, June 30, 2008	<input type="checkbox"/>	Submit Board-approved Drug, Alcohol, and Smoke Free Environment Policies and Procedures.
	<input type="checkbox"/>	Submit executed MOU for special education services if nonstandard agreement is desired.
	<input type="checkbox"/>	Submit adopted 504 plan, policy, and procedures.
	<input type="checkbox"/>	Submit Special Education Identification and Assessment Plan.

Budget and Cash Flow		
Monday, June 30, 2008	<input type="checkbox"/>	Submit 2 paper copies, in addition to an electronic version of an updated and revised cash flow statement and 3-year projections. Include revised facility expenses.
School Health Plan and Medications Administration Plan		
Monday, June 30, 2008	<input type="checkbox"/>	Submit School Health Plan (to comply with immunization audit, hearing and vision screening requirements) and Medications Administration Plan.
Instructional Staff		
Monday, June 30, 2008	<input type="checkbox"/>	Submit a list of teachers hired--including name, DOB, assignments, subject matter certification and credential evidence, qualification to teach ELL students, evidence of current clear tuberculosis test, date of fingerprinting, date of background review.*
	<input type="checkbox"/>	Submit employee handbook, including policies and procedures that ensure the health and safety of students and staff.
Friday, August 1, 2008	<input type="checkbox"/>	Submit list of teachers requiring Beginning Teacher Support and Assessment.
	<input type="checkbox"/>	Submit Board-approved personnel policies.
Programming Plans		
Monday, June 30, 2008	<input type="checkbox"/>	Submit English Learner Plan--adopted policies and procedures that pertain to use of a home language survey and mandatory CELDT testing.
	<input type="checkbox"/>	Submit a list of which courses the school considers non-core, non-college preparatory courses.
	<input type="checkbox"/>	Submit a course catalog, or equivalent, notifying parents about transferability of courses to other public schools and the ability of courses to meet college entrance requirements.
Friday, August 1, 2008	<input type="checkbox"/>	Submit a year one curriculum map.
All Other Staff/Volunteers		
Friday, August 1, 2008	<input type="checkbox"/>	Submit list of all other school employees, on-site contractors, and volunteers--including name, position, evidence of current clear tuberculosis test, date of fingerprinting, and date and outcome of background review.*
	<input type="checkbox"/>	Submit volunteer handbook, including policies and procedures that ensure the safety of students and staff.
Evaluation of School Leader, School Administrators, and Teachers		
Friday, August 1, 2008	<input type="checkbox"/>	Submit performance evaluation criteria and evaluation plan templates for school site leader/administrator and teachers.
Professional Development for School Administrators and Teachers		
Friday, August 1, 2008	<input type="checkbox"/>	Submit professional development plans for school site leader/s/administrator/s and teachers.

* To be updated annually.