

AR 0420.4 “EXHIBIT A”¹ Pre-Evaluation Matrix

<u>Essential Elements</u>	Petition Packet:	
	Sufficient	Insufficient
General Application Components		
A. Application contains proper signatures (parent or teacher) including name, address and telephone number.		
B. Application has met submission or renewal deadlines.		
C. Application contains demographic information of site location.		
D. Application contains biographical information of managers.		
E. Application contains list of consultants.		
F. Application contains biographical information of consultants.		
G. If 501(c)(3), Articles of Incorporation are included, if applicable.		
H. Application contains list and biographical information of governing board members.		
I. Application contains demographic information of target population.		

¹ **Note: This Matrix is meant to serve as a self-evaluation tool for petitioners to assess the completeness of their petitions ONLY. Completion of this document and self-evaluation of the sufficiency and completeness of a charter petition in no way guarantees approval of the petition.**

J. Application lists any external entity that will be paid in excess of \$50,000		
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INTERPRETING RESULTS

Petitioners whose applications do not contain all general application components listed above will be contacted within 5 days and will be required to revise their petitions accordingly, before SCOE review.

Pre-Opening Assurance Matrix

ASSURANCES FOR A SUCCESSFUL OPERATION			
<u>Essential Elements</u>	<u>Statutory Citation/ Rationale</u>	Petition Packet: Check box that applies	
		Sufficient	Insufficient
Educational Program			
A. Assurance that minimum number of days and minutes of instruction will be met.	E.C. §47604.32; §47605.6; §47612.5		
B. Assurance that the charter will acquire general liability, workers' compensation, and other necessary insurance. These costs should be properly reflected in the financial statements.	E.C. §47604.32; §47605.6		
C. Assurance that the charter will make provisions for the liabilities, debts and financial obligations of the school.	E.C. §47604.32; §47604.33; §47605(g); §47605.6		
D. Assurance that the charter will indemnify and hold harmless the district or SCOE for damages resulting from acts of the school.	E.C. §47604; §47605.6		
E. Assurance that all legal qualification requirements will be met, including teachers, staff and paraprofessionals.	E.C. §47605(l); §47605.6		
F. Assurance of proper parental notification (as required by NCLB) regarding qualifications of teachers.	E.C. §47604.32; §47605(l); §47605.6		

G. Assurance that the eventual site will meet federal, state and local building and safety codes and requirements prior to the school opening.	E.C. §47605(b)(5)(F); §47605(g); §47605.6(h)		
H. Assurance that safety and disaster plans appropriate to the site will be submitted (seismic safety, natural disaster, emergency, etc.) prior to the school opening.	E.C. §47605(b)(5)(F); §47605.6(h)		
I. Description of the general facilities maintenance plan, including cost projections.	E.C. §47604.32; §47605.6(h)		
J. Assurance that the charter school will commence operation by September 30 of its first year of operation.	E.C. §47652(b)		

INTERPRETING RESULTS

If all boxes are marked "Sufficient," it is likely that your petition packet, post-opening assurances, will be considered sufficiently complete in this area.

If any box is marked "no" or "somewhat": Your petition packet, post-opening assurances, is lacking certain elements required. Consider ways to modify or expand your assurances.

Evaluation Matrix				
ACADEMIC PROGRAM AND STUDENT ASSESSMENT				
<u>Essential Elements</u>	<u>Statutory Citation/ Rationale</u>	Petition Packet:		
		Yes	Somewhat	No
Educational Program				
A. Description of mission and vision of the proposed school	E.C. §47605(B)(1); §47605(b)(5)(A)			
B. Description of what it means to be an "educated person" in the 21st century	E.C. §47605(b)(5)(A)(i)			
C. Description of how learning best occurs	E.C. §47605(b)(5)(A)(i)			
D. Description of the students the school intends to serve, including the demographic profile of those students	E.C. §47601(b); §47605(h)			

E. Identification of the goals of the program, including the objective of enabling pupils to become self-motivated, competent, and lifelong learners	E.C. §47605(b)(5)(A)(i)			
F. Grade levels of students to be served, projected and maximum number of pupils and annual expected growth. For petitioners seeking to operate a high school , a description of how the school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.	E.C. §47605(b)(1); §47605(b)(2); §47605(b)(5)(A)			
G. School year, academic calendar, number of school days and instructional minutes	E.C. §47604.32; §47605(b)(1); §47605.6; §47612.5			
H. Description of curriculum	E.C. §47605(b)(1); §47605(b)(5)(A)			
I. Description of instructional methods and how they support achievement of the goals and mission of the charter school and support student progress towards meeting state standards	E.C. §47605(b)(1); §47605(b)(5)(A)			
J. Teaching methods to be used by the school, including a description of the basic learning environment (e.g., site-based, independent study, technology-based)	E.C. §47605(b)(1); §47605(b)(5)(A)			
K. Description of how the school will respond to the needs of special populations, including but not limited to: special education students, low-achieving students, students with disabilities, English language learners, high-achieving students, gifted students and other at-risk students	E.C. §47601(b); §47605(b)(1); §47605(b)(5)(A)			
L. Description of the Special Education Plan	E.C. §47605(b)(1); §47605(b)(5)(A); §47641; §47642; §47643; §47644; §47645; §47646			
1. Plan regarding SELPA participation	E.C. §47605(b)(1); §47605(b)(5)(A); §47641; §47642; §47643; §47644; §47645; §47646			

2. Demonstrate an understanding of the charter school's responsibilities for special education students	E.C. §47605(b)(1); §47605(b)(5)(A); §47641; §47642; §47643; §47644; §47645; §47646			
3. Description of how the school will provide special education services	E.C. §47605(b)(1); §47605(b)(5)(A); §47641; §47642; §47643; §47644; §47645; §47646			
Student Outcomes and Assessment				
A. Description of the measurable student outcomes, including the skills, knowledge and attitudes specified as goals in the educational program that will be assessed at each grade and subject level	E.C. §47605(b)(5)(B)			
B. Description of how academic outcome measures align with state performance standards	E.C. §47605(b)(5)(B); §47605(c)(1)			
C. Description of academic student performance goals that will be tracked over time	E.C. §47605(b)(5)(B)			
D. Description of promotion and/or retention requirements	E.C. §47605(b)(5)(B)			
E. Description of the method by which student progress in meeting those student outcomes is to be measured, including a description of the assessment tools to be used. Assessments should include, but should not be limited to, annual results of state mandated assessments	E.C. §47605(b)(5)(C); §47605(c)(1)			
F. Address how assessments align with the proposed curriculum and student outcomes as related to the school and mission	E.C. §47605(b)(1); §47605(b)(5)(C)			
G. Description of the plan to ensure that student achievement reporting requirements will be met	E.C. §47605(b)(1); §47605(b)(5)(C)			
H. Description of how all state and federal assessments (i.e., STAR, CAPA & CELDT) will be used. For renewal applications, provide documented and clear convincing data as evidence that the charter has achieved academic performance (i.e., API & AYP)	E.C. §47605(b)(1); §47605(b)(5)(B); §47605(b)(5)(C); §47607			

in conformity with the requirement of E.C. §47607.				
I. Clearly stated exit outcomes include acquisition of academic and non-academic skills	E.C. §47605(b)(5)(A); §47605(b)(5)(B); §47605(b)(5)(C)			

INTERPRETING RESULTS

Suggestions--

If all boxes are marked “Yes”:

It is likely that your petition packet contains most of the essential elements necessary to elicit the information needed to make a decision about whether the petition presents a sound academic program and student assessment system. (Note: Even if all essential elements have been described, a petition may be denied if it is determined, in writing, that the petition does not present a sound academic program and student assessment program).

If one or more boxes are marked “Somewhat”:

Your petition packet provides a strong starting point for petitioners but may lack some detail necessary to elicit the full range of information needed to determine whether the petition presents a sound academic program and student assessment system. The Board may reject your petition if your petition does not contain a reasonably comprehensive description of all required elements.

If one or more boxes are marked “No”:

Your petition packet is lacking one or more of the essential elements necessary to elicit the appropriate information from petitioners to determine whether the petition presents a sound academic program and student assessment system. Consider ways to modify your petition packet to describe more essential information. A charter petition will be denied if one or more essential elements are not addressed in the petition.

Evaluation Matrix

GOVERNANCE AND ADMINISTRATIVE STRUCTURE

<u>Essential Elements</u>	<u>Statutory Citation/ Rationale</u>	Petition Packet:		
		Yes	Somewhat	No
Governance and Administrative Structure				
A. Description of proposed governance structure of the school and evidence of the charter school's incorporation and/or filing for non-profit status, if applicable	E.C. §47605(b)(5)9D); §47605(b)(2)			
B. Process for ensuring parental involvement in the governance of the school	E.C. §47605(b)(5)(D)			
C. Set of proposed bylaws and/or Board policies or, if these are not yet developed, description of the process to develop such documents	E.C. §47605(b)(2); §47605(b)(5)(D)			
D. Outline of the legal/operational relationships between board, staff and the charter authorizing agency	E.C. §47605(b)(2); §47605(b)(5)(D)			
E. Description of key features of governing structure (usually a Board of Directors) such as:				
1. Compliance with Brown Act, Public Records Act and Conflict of Interest Policy	E.C. §47605(b)(2); §47605(b)(5)(D)			
2. Size/composition of board, board committees and/or advisory councils	E.C. §47605(b)(2); §47605(b)(5)(D)			
3. Board's scope of authority/responsibility	E.C. §47605(b)(2); §47605(b)(5)(D)			
4. Method for selecting initial board members	E.C. §47605(b)(2); §47605(b)(5)(D)			
5. Board election/appointment and replacement	E.C. §47605(b)(2); §47605(b)(5)(D)			
F. The petition includes a thorough description of the education, work experience, credentials, degrees and certifications of the individuals comprising, or proposed to comprise, the directors, administrators and managers of the proposed charter school.	E.C. §47605(b)(2); §47605(b)(5)(D)			

Dispute Resolution Activities				
A. Description of the procedures to be followed by the charter school and the charter authorizer to resolve disputes relating to provisions of the charter. Include the means the school and district/SCOE will use to communicate formally and a description of the resolution activities in which the school and district will engage	E.C. §47605(b)(2); §47605(b)(5)(N)			
School Closure Procedures				
A. Description of how the school will ensure the provision of a final audit in the event of school closure. If a 501(c)(3), describe how final tax return will be filed	E.C. §47605(b)(5)(P)			
B. Description of how the school will plan for the disposition of assets and liabilities in the event of school closure	E.C. §47605(b)(5)(P)			
C. Description of how the school will provide for the maintenance and transfer of student records in the event of school closure	E.C. §47605(b)(5)(P)			
Administrative Services				
A. Description of the structure and systems for providing administrative services (such as personnel transaction, accounting, payroll, etc.)	E.C. §47605(g)			
Potential Civil Liability Effects				
A. Description of the potential civil liability effects, if any, upon the charter school and the school district.	E.C. §47605(g)			

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Evaluation Matrix

STAFFING AND EMPLOYMENT

<u>Essential Elements</u>	<u>Statutory Citation/ Rationale</u>	Petition Packet:		
		Yes	Somewhat	No
Employee Qualifications				
A. Description of the general qualifications of various categories of staff. Include a description of the qualifications, skills and number of staff needed to implement the proposed curriculum	E.C. §47605(b)(5)(E); §47605(l)			

B. Assurance that all legal qualification requirements will be met, including teachers, staff and paraprofessionals	E.C. §47605(b)(2); §47605(b)(5)(E); §47605(l); §47605.6(b)(1)			
C. Defines core and college preparatory teachers and affirms they will hold appropriate Commission on Teacher Credentialing certificate, permit or other equivalent document	E.C. §47605(b)(2); §47605(b)(5)(E); §47605(l)			
D. Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers, along with required qualifications	E.C. §47605(b)(2); §47605(b)(5)(E); §47605(l)			
Health and Safety of Staff				
A. Description of the procedures that the school will follow to ensure the health and safety of staff, including the requirement that each employee provides a criminal record summary (finger printing) and TB clearance	E.C. §47605(b)(5)(F)			
Teacher Retirement Coverage				
A. Specifications of which class of employees will be covered under each system--State Teachers' Retirement System, Public Employees' Retirement System, federal social security or alternative	E.C. §47605(b)(5)(K); §47611.3			
Employee Rights				
A. Description of the rights of any employee of the school district/SCOE upon leaving the employment of the school district/SCOE office to work in a charter school, and of any rights of return to the school district/SCOE after employment at a charter school	E.C. §47605(b)(5)(M)			
Employer Status				
A. Indication 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 (Chapter 10.7, commencing with Section 3540, of Division 4 of Title 1 of the Government Code)	E.C. §47605(b)(5)(O); §47611.5(b)			

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Evaluation Matrix				
STUDENT POLICIES				
<u>Essential Elements</u>	<u>Statutory Citation/ Rationale</u>	Petition Packet:		
		Yes	Somewhat	No
Health and Safety of Students				
A. Description of the procedures that the school will follow to ensure the health and safety of students	E.C. §47605(b)(5)(F)			
B. Description of the procedures to ensure that immunizations of students will be a condition of school attendance.	E.C. §47605(b)(5)(F)			
Racial and Ethnic Balance				
A. Description of the means by which the school will achieve, or has achieved, racial and ethnic balance which is reflective of the district's/SCOE's student population. (Include a description of the recruitment efforts and outreach programs the school will undertake or has undertaken)	E.C. §47605(b)(5)(G)			
Admission Procedures				
A. Description of admissions procedures	E.C. §47605(b)(5)(H)			
B. Description of the school's proposed lottery system. If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing	E.C. §47605(b)(2); §47605(b)(5)(H); §47605(d)(2)(B)&(C)			

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Evaluation Matrix

FACILITIES

<u>Essential Elements</u>	<u>Statutory Citation/ Rationale</u>	Petition Packet:		
		Yes	Somewhat	No
Facilities				
A. Provide information regarding facilities to be utilized by the school. If the charter school is locating outside the geographic boundaries of the authorizing district, the charter must provide proof of attempting to locate a single site or facility within the authorizer's district (limited to a single site within the county) and must provide evidence of notification to the school district where the charter proposes to locate in advance of the charter petition approval	E.C. §47605(g); §47605.1(d); §47605.6(h)			
B. Description of meeting the zoning, fire-life safety issues and handicapped accessibility issues	E.C. §47605(g); §47605.1(d)			

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Evaluation Matrix				
FINANCIAL PLAN				
<u>Essential Elements</u>	<u>Statutory Citation/ Rationale</u>	<u>Petition Packet:</u>		
		Yes	Somewhat	No
Annual Financial Reports				
A. Description of the manner in which an annual, independent, financial audit will be conducted, which shall employ generally accepted accounting principles	E.C. §47605(b)(5)(l)			
B. Description of manner in which audit exceptions and deficiencies will be resolved to the satisfaction of the chartering authority	E.C. §47605(b)(5)(l)			
C. Statement that the charter school will transmit a copy of its annual independent financial audit to the sponsoring agency, SCOE, State Controller and CDE by December 15 of each year	E.C. §47605(m)			
D. Statement that the charter school will annually prepare and submit the following reports to its chartering authority and SCOE:				
1. Preliminary budget on or before July 1	E.C. §47604.33(a)(1-4)			
2. Interim financial report reflecting changes through October 31 on or before December 15	E.C. §47604.33(a)(1-4)			
3. Second interim financial report reflecting changes through January 31 on or before March 15	E.C. §47604.33(a)(1-4)			
4. Final, un-audited report for the full prior year on or before September 15	E.C. §47604.33(a)(1-4)			

INTERPRETING RESULTS

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Evaluation Matrix

FINANCIAL PLAN

<u>Essential Elements</u>	<u>Statutory Citation/ Rationale</u>	Petition Packet:		
		Yes	Somewhat	No
Financial Plan				
A. Provide a fiscally sound first-year operational budget, including start-up costs with sufficient detail as determined by Section VII, Required Supplemental Information--Financial Plan. Petitioners are urged to use SCOE financial document templates. (See AR _____, Exhibit "C")	E.C. §47605(g)			
B. Provide cash flow and financial projections for the first three years of operations with sufficient detail as determined by Section VII, Required Supplemental Information--Financial Plan. If charter is a non-classroom-based instruction charter as defined by paragraph (2) of subdivision (d) of E.C. §47612.5, provide an estimated Non-classroom-based Instruction Funding Determination pursuant to E.C. §47634.2 for at least the first two years of operation	E.C. §47605(g)			
C. Provide a budget narrative clearly describing assumptions and estimates with sufficient detail as determined by Section VII, Required Supplemental Information--Financial Plan	E.C. §47605(b)(2)			

INTERPRETING RESULTS

Suggestions--

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Evaluation Matrix		
REQUIRED SUPPLEMENTAL INFORMATION [E.C. §47605(g)]		
<u>Essential Elements</u>	Petition Packet:	
	Sufficient	Insufficient
Financial Plan-Financial Documents		
A. Start-up costs, which should include at a minimum, the following:		
1. Salary and benefit costs for personnel during the start-up period with detail by position		
2. If 501(c)(3), legal fees for incorporation		
3. Facility costs, including rent and/or purchase costs (with agreements attached)		
4. Facility improvement/modification costs to get the facility/school ready		
5. Student furniture costs, with detail by dollar amount per projected enrolled student		
6. Student technology costs, with detail by dollar amount per workstation separated by hardware, software, networking, installation and service (internet, etc.) access		
7. Curriculum, with detail by dollar amount per projected enrolled student		

8. Student supplies cost, with detail by dollar amount per projected enrolled student		
9. Classroom furniture costs for items such as whiteboards, teacher desks, etc. with detail by dollar amount per classroom		
10. Office furniture and supplies cost		
11. Utilities and communications costs		
12. Insurance premium cost		
13. Other miscellaneous cost deemed necessary to get the school ready for opening		
14. Assumptions in line with overall school design plan		
15. Clearly identifies and documents funding source for start-up period		
B. Cash flow for first three years of operation and during the start-up period:		
1. Each month of the cash flow should provide, at a minimum, detail by type of revenue (general purpose and categorical block, in-lieu transfer, lottery, federal, fund raising, loans, etc.) and detail by each expenditure category (certificated salaries, classified salaries, employee benefits, books and supplies, utilities, insurance, professional services, facility costs, other operating costs, debt service, fiscal oversight fees, etc.)		
2. Monthly projections of revenue receipts in line with local/state/federal funding disbursements		
3. If any competitive grant/loan funds are included (i.e., start-up), an alternative cash flow should be provided which excludes such funds in the event they are not obtained		
4. Monthly expenditures correspond with typical/reasonable schedules		
5. Shows a positive fund balance each month		
6. Cash flow ties to annual operating budget/financial projections by identifying amounts accrued (not included in cash balance)		
Planning Assumptions, Annual Budget and Projections		
A. Should include at a minimum, reasonable amounts and descriptions of the following:		
1. Projected enrolled students by grade level, including projected students eligible for free and reduced lunch, English Language Learners		

2. Projected daily attendance by grade level		
3. Projected supplemental instructional hourly programs by type and session		
4. Projected school calendar for first year of operation--total student instructional days and minutes and daily bell schedule		
5. If serving any independent study, include copy of board policy and master agreement		
6. Revenue assumptions including, at a minimum, the following:		
a. General purpose block grant dollar amount used by grade level by year		
b. Categorical block grant dollar amount used by grade level by year		
c. Specific dollar amount per ADA/enrollment/hour by revenue type/source by year (i.e., unrestricted lottery amount per ADA, CSR amount per daily average K-3 student enrolled, etc.)		
d. Revenue assumptions in line with state and federal funding guidelines		
e. COLAs (cost of living adjustments)		
f. Revenue from "soft" sources less than 10% of ongoing operational costs and are not critical to solvency		
7. Staffing, with the following minimum detail:		
a. Teachers with FTE by grade level and by salary		
b. Student-teacher ratios by grade level		
c. Other certificated staff with detail positions by FTE and salary		
d. Non-certificated staff with detail positions by FTE and salary		
e. Proposed salary schedules		
f. Substitute staffing cost		
g. Mandatory benefit and retirement rates used for each year, including source of workers' compensation coverage and rate quote		
h. Health premium coverage provided to employees, including benefit cap amount and amount budgeted per employee		
i. Benefit costs by benefit (FICA, Medicare, SUI, etc.) by certificated vs. non-certificated		
8. Books and supplies costs with breakdown per enrolled student by approved textbooks, instructional books other, instructional materials and supplies, non-capitalized equipment, other supplies, postage and shipping, food		

9. Utilities with breakdown by type (i.e., electricity, gas, water, telephone)		
10. Operating costs with breakdown by type (i.e., travel and conference, dues and membership, insurance by type, housekeeping, copier and office equipment lease, printing and reproduction costs, student testing and assessment costs, transportation cost, student technology services, and administrative technology services)		
11. Insurance expenditures sufficient and includes sponsoring agency as additional insured/hold harmless agreement and cost is supported by quote/binder		
12. Professional services with breakdown, at a minimum, by:		
a. Advertising		
b. Legal		
c. Audit (if 501(c)(3), include tax services)		
d. Special education encroachment per student		
e. Sponsoring agency oversight fee		
f. Business/payroll services (including detail service fee cost arrangement)		
g. Detail list of consultants with services provided and dollar amount paid to each		
13. Facilities with breakdown by type (rent, facilities maintenance, equipment repair, security services) including a copy of facility rent/lease agreements		
14. Capital outlay, or if 501(c)(3); asset acquisition and depreciation expense detail		
15. Debt service by individual debt details including payment schedule		
16. Expenditures include reasonable inflation adjustments		
17. Expenditures reflect school design plan		
18. Strong reserve or projected ending balance (using state standards and criteria as guideline)		
19. Reserve for closing cost identified and reasonable		
Cash Flow Analysis		
A. Monthly projection of revenue receipts in line with state/federal funding disbursements		
B. Expenditures projected by month and correspond with typical/reasonable schedules		

C. Show positive fund balance each month and/or identify sources of working capital		
Long-term Plan		
A. Projects revenues and expenditures for at least two additional years		
B. Revenue assumptions based on reasonable potential growth in state and federal revenues		
C. Revenue assumptions based on reasonable student growth projections		
D. Reasonable cost-of-living and inflation assumptions		
E. Annual fund balances are positive or likely sources of working capital are identified		
Impact Statement		
A. Provides estimated numbers of students anticipated to enroll		
B. Identifies whether charter will request to purchase support services from SCOE or district		
Impact Statement		
C. Describe proposed service needs (e.g. payroll, personnel, curriculum, operations, etc.) and costs to SCOE or district for service		
D. Reasonably detailed lease or occupation agreement for privately obtained facilities		
E. Identifies manner in which property and liability coverage will be provided for charter		
F. Describes process and policies between charter and district		
1. Process, activities and associated fees for oversight of charter		
2. Content, processes, timelines and evaluation criteria for annual review and site visits		
3. Regular, ongoing fiscal and programmatic performance monitoring and reporting		
4. Content, process, timelines and evaluation criteria for charter renewal		
5. Statement allowing reasonable opportunity to correct deficiencies in charter performance		
G. Specific proposed support service needs and payments to district for services rendered		
1. Clearly drafted contract or agreement		

H. Identify whether or not charter will request district-owned facilities		
1. Reasonably detailed lease or occupation agreement		
I. Proposed legal status of school is identified		
J. Describes facilities agreements with charter-granting agency if appropriate		
K. Identify whether school intends to manage risk independently or secure it through district		
L. Addresses the increased civil liability exposure for the district		
M. Identifies whether the charter school will comply with the provisions of the Brown Act, Public Records Act, Public Bidding Laws and the Political Reform Act		
N. Identifies whether the charter school will comply with Government Code §1125 et seq.		
O. Describes how the charter school will ensure that it does not violate the conflict of interest laws		
Special Education/SELPA		
A. Identifies whether the charter will be an independent LEA for special education purposes		
B. Has consulted with the SCOE or SELPA Administrator or appropriate district special education administrator		
1. Discussed special education responsibilities of charter		
2. Discussed application of SELPA policies		
C. Describes how special education services will be provided consistent with SCOE or other SELPA Plan and/or policies and procedures		
1. Includes fiscal allocation plan		
D. If charter is not an independent LEA:		
1. Clarifies in charter or in an MOU the responsibilities of each party for service delivery		
a. Referral		
b. Assessment		
c. Instruction		
d. Due Process		
e. Agreements describing allocation of actual and excess costs		
E. If charter is LEA with SELPA:		

1. Notifies SELPA Administrator of intent prior to February 1st of the preceding school year		
2. Located within SCOE or other SELPA geographical boundaries		
3. Provides current operating budget in accordance with E.C. §42130 and §42131		
4. Provides assurances that all students will be instructed in a safe environment		
5. Provides copy of original charter petition and any amendments to SELPA		
6. Responsible for any legal fees relating to application and assurances process		
7. Meets the terms of all SCOE or other SELPA policies and procedures		
8. Charter fiscally responsible for fair share of any encroachment on general funds		
F. Petition includes the following assurances:		
1. No student will be denied admission based on disability or lack of availability of special education services		
2. The charter will comply with all provisions of IDEA		
3. Will implement a student study team process		
4. Any student potentially in need of Section 504 services will be the responsibility of the charter school		
G. Petition/MOU describes the process for notifying district of residence and authorizing school district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		
H. Overview of how special education funding and services will be provided by:		
1. Charter school		
2. SCOE or district		
3. Designated SELPA		
I. Petition/MOU describes the transition to or from a district, COE, or charter school, when a student with an IEP enrolls in, or transfers out of, the charter school		
Geographic and Site Limitations		
A. Does the petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district		
1. If not, does the petition demonstrate any basis for an exception		
B. Does the Petition identify where the school will operate		

Note: Does Charter Petition identify location of each school in Countywide Petition		
C. Grade Level Limitations		
1. Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels		

INTERPRETING RESULTS

If all boxes are marked “sufficient”:

It is likely that the supplemental information supplied pursuant to Education Code sections 47605(g) and 47605.6(h), is sufficiently complete.

If one or more boxes are marked “insufficient”:

Your petition fails to provide a reasonably comprehensive description of the supplemental information contained in 47605(g) and 47605.6(h). Your petition may be denied on this basis.