



CHARTER SCHOOLS DIVISION

Los Angeles Unified School District

**DISTRICT AFFILIATED
CHARTER SCHOOL
RENEWAL PETITION
APPLICATION
GUIDE
for
2019 - 2020**

November 8, 2019

Dear Charter School Renewal Team:

Thank you for your interest in continuing to operate a District affiliated charter school authorized by the Los Angeles Unified School District ("LAUSD" or "District"). As you may know, since approval of its first charter school in 1993, the District has become the largest district charter school authorizer in the nation, with over 280 independent and affiliated charter schools serving over 155,000 students as part of its portfolio of schools. As stated in our Board of Education's *Policy on Charter School Authorizing*, LAUSD is "committed to providing a wide range of schools and programs to meet the diverse educational needs and priorities of all students and families it has the privilege to serve. Charter schools are valuable partners and viable choices among the District's robust set of educational options. Accordingly, the Board of Education views charter schools as an integral method of achieving its vision and mission."

As part of our ongoing work as a learning organization, in 2015 the Charter Schools Division updated our mission:

The LAUSD Charter Schools Division fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

In order to achieve our mission, we are guided and energized by our evolving core values:

We believe that our success depends on:

- ❖ *Making decisions that put the interests of students first.*
- ❖ *Serving with high expectations, integrity, professionalism, and commitment.*
- ❖ *Employing authentic, responsive, and effective leadership and teamwork.*
- ❖ *Continuously learning as a dynamic organization.*
- ❖ *Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.*
- ❖ *Developing productive relationships with our charter schools and all stakeholders.*

An approved charter is the foundational document that directs and guides a charter school's operations and embodies the school's commitment to the public to provide a high quality educational opportunity to the community it serves. In fulfillment of our mission, and consistent with our core values, the Charter Schools Division will recommend to the LAUSD Board of Education only those renewal petitions that are clear, coherent, comprehensive, and compelling, and that will be implemented by a strong team.

This application guide is designed to provide you with clear information and guidelines as you develop and prepare your renewal petition and supporting documentation ("petition application"). It provides specific information regarding LAUSD renewal petition application requirements for District affiliated charter schools and an outline of what the District considers to be a "reasonably comprehensive" petition. Please make sure to explore all of the other resources available on our website that may help you ensure that your application presents the highest quality renewal petition application possible.

Again, thank you for your hard work in service to the students and families of the Los Angeles Unified School District. Please do not hesitate to contact the Charter Schools Division at [\(213\) 241-0399](tel:213-241-0399) if you have any questions about the District affiliated charter school renewal petition application process.

Sincerely,

José Cole-Gutiérrez
Director
Charter Schools Division

INTRODUCTION

The Charter Schools Division (CSD) has prepared this District affiliated charter school renewal petition application guide in order to assist petitioner teams in gaining a clear understanding of the required components and features of a renewal petition application that satisfies the statutory requirements, i.e., a petition that can be deemed to be educationally sound, reasonably comprehensive, and likely to be successfully implemented. Many charter school petitioner teams have found it useful to review CSD guidance both prior to and during the development of their renewal petition applications. Teams also use it to review their prepared renewal petition application before making an intake appointment with the CSD.

Please note: This guide applies specifically to District affiliated charter school renewal petition applications. If you are interested in applying to renew an existing independent charter school, to request material revision of an existing charter, or to open and operate a new independent charter school, please see the other resources available on our website (<https://achieve.lausd.net/charter>) that provide guidance specific to those purposes.

IMPORTANT NOTE REGARDING MATERIAL REVISION DURING THE RENEWAL YEAR: In preparing a renewal petition application, most schools make minor changes to their charters to reflect current practices. As long as any proposed changes are non-material, they can be incorporated into the renewal petition application. Some proposed changes to a charter, however, may be deemed “material” such as adding or reducing grade levels, changing admission preferences, and increasing enrollment capacity. Any charter school that plans to seek material revision of its charter must submit a request for material revision to the CSD, **separate and apart from the renewal petition application**. The renewal application and the request for material revision will be reviewed and recommended separately for Board action.

A charter school applying for renewal may choose to submit its request for material revision at the same time as it submits its renewal petition application, but the two submissions will still be processed as two distinct proposed Board actions. ***A charter school in its renewal year that anticipates requesting material revision during the year should contact the CSD administrator assigned to the school well in advance of scheduling an intake appointment for the submission of the renewal petition application.*** The CSD administrator will work with the school to ascertain whether the proposed change amounts to a “material revision” that requires the submission of a separate request. Please see the current LAUSD Board of Education-approved *Administrative Procedures for Charter School Authorizing* (September 10, 2013) and other resources available on the CSD website for additional information regarding material revision of a charter.

RENEWAL

Renewal is a critical checkpoint in the life of a charter public school. In exchange for the flexibility and autonomy provided in this public school model, charter schools are held accountable for meeting high performance expectations. At the end of each charter school's five-year term, the District as the charter authorizer essentially must pause to assess whether the school is in fact fulfilling the promises to the students, parents, community, the District, and the public, set forth in the school's existing charter and applicable law, and whether, moving forward, the charter school will likely provide a successful educational program under the proposed renewal charter. The District's renewal process entails a comprehensive review and evaluation of the charter school's record of performance as well as its renewal petition application in light of the criteria and standards provided in the Charter Schools Act of 1992.

Renewal Criteria

In order to recommend approval of a charter school renewal application to the LAUSD Board of Education, the Charter Schools Division must determine whether the charter school has met the requirements of California Education Code sections 47605 and 47607.

Renewal Eligibility

The Charter Schools Act sets forth minimum statutory criteria for renewal in Education Code section 47607(b). Specifically, charter schools that have been in operation for four years must meet at least one of the following criteria:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

NOTE: In consultation with the California Department of Education, the District will apply the requirements of section 47607(b) in the 2019-2020 school year as in previous years. At the present time, the CDE has indicated that it will not change the renewal criteria for the 2019-2020 school year. *The CSD will continue to utilize renewal eligibility criterion 4 above.*

Renewal Recommendation

Once a charter school is determined to be eligible for renewal under § 47607(b), the school must submit a renewal petition application that, upon review, is determined to be educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. (Ed. Code §§ 47607(a) and 47605.) Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” (Ed. Code § 47607(a)(3)(A).) The District “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.” (5 CCR § 11966.4.)

In making its determination whether to recommend renewal, in accordance with the LAUSD *Policy for Charter School Authorizing* (Feb. 7, 2012), the CSD will continue to take a holistic approach by considering and evaluating current and historical performance levels and patterns schoolwide and for subgroups using multiple indicators, including but not limited to:

- ❖ Performance data to date – e.g.,
 - State standardized assessment results on CAASPP (SBAC) in core subjects
 - EL reclassification rates and ELPAC results
 - Graduation rates [high schools]
 - California Dashboard performance data
 -
- ❖ Evidence of achievement and progress toward goals set forth in current charter
- ❖ Oversight evaluation results to date in the areas of governance, academics, and operations
- ❖ Progress on any LAUSD Board approved benchmarks for the current charter term
- ❖ Access/equity data
 - Student discipline: both in-school and out-of-school suspension (as disaggregated by event, single student, and disproportionality) and expulsion data
 - Evidence of quality service for all students, including but not limited to students in numerically significant subgroups (e.g., English Learners and Students with Disabilities)
- ❖ Internal assessment and other valid school data and information
- ❖ Other relevant data and information
 - WASC accreditation, as applicable
 - A-G course access and performance
 - AP course access and performance

- Satisfaction surveys (student, parent, etc.)
 - Systems in place to support student achievement
- ❖ School improvement plans

NOTE: Given the tight time frame in which the school and the District must complete the renewal petition review and recommendation process, the CSD highly recommends that, prior to submitting a renewal petition application, each charter school makes every effort to resolve any outstanding issue or pending matter, including but not limited to matters related to the school's governance, programs, facilities, and/or operations.

Annual Oversight Visit in the Renewal Year

By statute, the District must visit each of its authorized charter schools at least once per year. In order to ensure that staff considers the most recent information and evidence available in making its renewal recommendations, the Charter Schools Division endeavors to conduct its annual oversight visits to District affiliated charter schools seeking renewal prior to Board action on their renewal petitions. For further information regarding the renewal oversight visit process and schedule, please contact the CSD administrator assigned to the specific charter school.

Board Benchmarks

From time to time, in the event that District staff has determined that a charter school merits an approval recommendation but nonetheless has demonstrated inadequate performance in one or more key areas, staff's recommendation of approval on the renewal petition may include proposed Board benchmarks. Such benchmarks typically require action by the charter school as well as additional CSD monitoring and periodic reporting to the Board of Education during the term of the charter.

THE RENEWAL PETITION APPLICATION REVIEW PROCESS

The Los Angeles Unified School District's renewal petition application review process involves several steps:

- ❖ Notification of Assigned CSD Administrator
- ❖ Letter outlining progress toward renewal and any concerns that the school should address
- ❖ Submission of Charter School Renewal Petition Application
- ❖ Public Hearing
- ❖ Review of Renewal Petition Application Revisions of Renewal Petition Application (if preliminarily recommended for approval)
- ❖ Recommendation to the LAUSD Board of Education
- ❖ LAUSD Board Action

For a comprehensive description of the renewal petition application review process, including information regarding timelines, roles, and the steps of the process, please see the LAUSD Board of Education-approved *Administrative Procedures for Charter School Authorizing*. We also recommend reviewing the Board-approved *Policy for Charter School Authorizing*. Both documents are available on the CSD website.

NOTIFICATION AND INTAKE APPOINTMENT

When the charter school, in consultation with Local District staff, deems that it is ready to submit its renewal petition application, it must notify the CSD administrator assigned to the school and provide complete contact information regarding the lead petitioner(s) designated by the school's local governing council. A CSD team member will contact the lead petitioner to schedule a petition intake appointment. Ideally, affiliated schools should submit immediately after the winter break. Please note that only the submission of a **complete petition application** accepted for review begins the statutory timeline.

NOTE: Lead Petitioner Designation: The CSD encourages District affiliated charter schools to designate two lead petitioners, one of whom must be the school principal. Designation of a second lead petitioner will ensure that the school is able at all times to engage fully in the renewal petition review process.

Target Submission Windows: If a charter school seeks to submit a renewal petition application by a certain date (e.g., a grant deadline), the CSD must receive notification at least seven (7) calendar days in advance of the targeted date for submission in order to ensure that appropriate CSD staff is available to conduct the intake appointment within the desired timeframe. Similarly, if a charter school is seeking LAUSD board action by a certain date, the school is strongly encouraged to utilize the Target Window calendar. The "**Target Windows for Petition Submission**" document available on the CSD website, updated each year as soon as LAUSD Board of Education calendar information is available and as appropriate throughout the school year, can assist the charter school in working with CSD staff to schedule the petition intake appointment for a mutually agreeable date.

Depending upon the timing of the renewal petition application submission and other factors, a charter school may be provided the opportunity at the time of the intake appointment to sign an agreement to extend the timeline for Board action beyond the 60 days provided in the applicable statute.

CONTENT AND FORMAT OF PETITION APPLICATION

This section provides information regarding both the content and format of the required documents that must be submitted as part of an LAUSD renewal petition application. In addition to general requirements, the guide provides document-specific guidance as well.

GENERAL INFORMATION

BINDER

At the intake appointment, the petitioner team must bring and be ready to submit a three-ring binder that contains both paper and electronic versions of the documents to be submitted. The binder must include the following items:

1. Cover Page on the front of the binder that includes the full and accurate name of the charter school and the date of submission
2. Spine Label on the side of the binder that indicates the name of the charter school
3. Tabbed Dividers that correspond to the names and order of the numbered items (#1 - #5) on the “Affiliated Charter School Renewal Petition Application Intake Checklist”
4. Application Documents that are in final format (i.e., without tracked changes or highlighting), in a readable font, and organized in accordance with the tabbed dividers
5. CD or DVD R/W (rewritable and formatted) that contains electronic versions, in the appropriate format, of all of the documents to be submitted. Please make sure that all documents are in separate files (see “Affiliated Charter School Renewal Petition Application Intake Checklist”). Please ensure that each file name is short and clearly identifies the contents of the file.

NOTE: All documents in the binder will be scanned upon submission; please do not include Post-Its, paper clips, sheet protectors, staples, or similar extraneous materials in the binder.

PETITION APPLICATION SIZE

The CSD must be able to send the application documents via electronic mail (email) to various District staff for their review, to the lead petitioner during the *Revisions* step of the review process, and to CDE and LACOE, when necessary. Therefore, please try to limit the total size of your petition application to no more than 2 MB. (In particular, please minimize the number of graphics, and consider eliminating photographs, which may result in large files.)

CURRENT AND ACCURATE INFORMATION AND DOCUMENTS

As a matter of course, things change and charter schools continue to evolve during the terms of their five-year charters. The renewal petition application should reflect this change and evolution. Therefore, please ensure that all documents, data, research, and other information provided in the petition application are current and accurate versions

and representations. Please provide standard citation format to all external sources of research, information, websites, and data presented in the application documents. Be sure to adhere to all copyright requirements. All renewal petition applications must include current documentation, including the most recent data available. Please also see the note above regarding material revision.

CONSISTENCY WITH DISTRICT REQUIRED LANGUAGE

Please ensure that the provisions of all documents provided in the petition application, including the petition itself, are consistent with and not duplicative of the most current approved and posted “District Required Language” (DRL). See the District Required Language highlighted in gray within the “Affiliated Renewal Petition Template” available on the CSD website. Please also ensure that all documents are internally consistent and consistent with each other

SPECIFIC PETITION APPLICATION DOCUMENTS

NOTE: In addition to the guidance provided below, please refer to and use the “Affiliated Charter School Renewal Petition Application Intake Checklist” to guide preparation of a complete renewal petition application. At the intake appointment, CSD staff will use the intake checklist to determine whether the petition application is complete and can be accepted for review.

TAB 1: CHARTER SCHOOL RENEWAL PETITION (ELEMENTS 1-15)

General Format Requirements

- ❖ Use of Template/MS Word Format: This document must use the “Affiliated Renewal Petition Template” provided by the CSD and must remain in MS Word (2007 or later) in its original font.
- ❖ Page Breaks Between Elements: Please ensure that each Element starts on a new page.
- ❖ District Required Language: Please leave intact all District Required Language (DRL), which is highlighted in gray, throughout the petition document.

NOTE: This year’s template is presented as an unlocked MS Word document. CSD staff will be using other standard methods (e.g., the MS Word compare function) to help ensure that the DRL and other fixed petition elements remain unchanged throughout the petition process.

General Content Requirements

A successful petition presents a “sound educational program” that will meet the needs of the targeted student population and provides a “reasonably comprehensive” description of the fifteen (15) required elements. It must be clear, coherent, and internally cohesive and consistent.

- ❖ Template with DRL: The petition must be prepared using the template for District affiliated charter school renewal petitions. The petition template has been designed to be as user-friendly as possible. It pre-populates the petition document with the requisite title page, table of contents, element headings, and subheadings within the elements, as well as the District Required Language, which is highlighted in gray. **All of these prepopulated provisions must remain intact as presented in the template.**
- ❖ School-Specific Provisions: The petition template highlights in yellow all of the sections in which the school is expected to insert school-specific petition provisions. These sections are located in Elements 1, 2, 3, 4, 8, and 14. **Please do not change the order, delete any section, or insert any additional sections into the petition, unless specifically directed (e.g., instructions for constructing complete LCFF table).** Please do not provide a separate introduction in the petition; the school will provide an examination of its record of performance within the “Community Need” section of Element 1.
- ❖ Purpose: Please review and ensure that your petition (Elements 1-15) addresses the statutory purpose(s) of each element as set forth in Education Code § 47605(b)(5). Unless expressly required in this guide, please avoid addressing topics that appear to fall outside the scope of these purposes.
- ❖ District Required Language: Please make sure to use the current Affiliated Renewal Petition Template, including the **current** District Required Language (DRL). **Please ensure that the other provisions of the petition do not duplicate or conflict with the provisions of the DRL.**
- ❖ Appendices: **Please do not include any appendices in the petition.** A reasonably comprehensive petition that presents a sound educational program inherently will address all critical matters in the petition proper.

The Fifteen Charter Elements

Element 1: The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

General Information

1. At the beginning of Element 1, template includes the table below. Ensure that all information is provided.

• The contact person for Charter School is:	
• The address of Charter School is:	
• The phone number for Charter School is:	
• Charter School is located in LAUSD Board District:	
• Charter School is located in LAUSD Local District:	
• The grade configuration of Charter School is:	
• The number of students in the first year of this Charter will be:	
• The grade levels of the students in the first year will be:	
• Charter School’s scheduled first day of instruction in 2020-2021 is:	
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	
• The bell schedule (start and end of day) for Charter School will be:	
• The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

Community Need for District Affiliated Charter School

2. Examine the school's performance over the current charter term. Describe and discuss how, based on its specific record of performance, the charter school has and will continue to meet the needs of the community it serves.

Address:

- Academic performance data and other absolute and comparative performance indicators, including both schoolwide and subgroup academic achievement and growth data and other performance indicators
- Success of the key features of the educational program
- Success of the school's educational program in meeting the specific needs of its student population, including but not limited to students in numerically significant subgroups
- Areas of challenge that the school has experienced and how the school has improved and/or will improve in such areas

NOTE: Any school that has unresolved issues, identified through oversight or otherwise, may be required to provide additional information in its petition and/or supporting documentation.

Student Population To Be Served

3. Identify and describe the charter school's target student population.

Address:

- Grade levels to be served
- Specific student educational interests, backgrounds, or challenges
- Other relevant characteristics of the targeted student population

Goals and Philosophy

4. Provide clear, concise school vision and mission statements that match the needs of the targeted population and are aligned with the educational program.
5. Define and describe briefly the characteristics of an "educated person" in the 21st century.
Address:
 - College and career-readiness
 - Use of technology
6. Describe briefly how learning best occurs. Include discussion of current learning theories/concepts and how they align to the needs of the target population.
7. Address the requirements of Education Code § 47605(b)(5)(A)(ii), including:
 - Description of the school's annual goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d) by

the California Local Control Funding Formula (LCFF) legislation enacted in 2013, as amended. Please use the “LCFF State Priorities” table template included in the affiliated petition template. This template provides the layout for six goals; if necessary, repeat the same template layout for any additional goals in order to create a complete LCFF table, or delete any that are unnecessary. Please see notes below.

- Description of the specific annual actions the school will take to achieve each of the identified annual goals. Please see template below.

NOTE: The LCFF provisions in the charter petition must reflect and be consistent with the school’s current approved annual Local Control and Accountability Plan (LCAP) and annual update prepared under the supervision of the school’s Local District and submitted for approval to the LAUSD Board of Education, in accordance with the requirements of AB 97 (Local Control Funding Formula legislation) as it is amended from time to time.

NOTE: Some of the eight (8) state priorities encompass multiple components. Each component that applies to the grade levels to be served must be addressed. To fulfill this requirement, the petition may provide broad goals that encompass several state priorities or it may set forth individual goals that address each component of the state priorities separately. The charter petition may also identify additional local school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. (Ed. Code § 47605(b)(5)(A)(ii).) Accordingly, include goals for innovative components of the charter’s program.

NOTE: The LCFF table template provides a separate row for school-wide performance targets as well as a row for each potentially relevant subgroup and numerically significant subgroup. For subgroups that are not numerically significant for the school, insert an “*” in the chart, and define the * as “subgroup not numerically significant at this time”. Please see the CSD website to review a partial sample of the LCFF table template.

NOTE: The LCFF table provided below incorporates measurable outcomes and performance targets, which are components of Element 2 of a charter school petition. A completed LCFF table provided in Element 1 of the petition template will meet the LCFF measurable outcomes requirements for Element 2 and can be incorporated therein by reference to the completed table in Element 1. Please note that **the petition must provide specific outcomes and targets for each of the specific metrics set forth in Education Code § 52060(d) that are applicable to the grade levels served by the school.**

LCFF STATE PRIORITIES

GOAL #1

Related State Priorities:

- | | | |
|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

Expected Annual Measurable Outcomes

**Outcome #1:
Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)						
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Outcome #2:
Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)						
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						

Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						
Outcome #3:						
Metric/Method for Measuring:						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)						
English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

- Describe briefly how the school’s goals will enable students to become and remain self-motivated, competent, and lifelong learners.

Instructional Design

- Describe the educational program’s overall curricular and instructional design, including how the school will structure and staff the educational program. Discuss briefly the current key educational theories and research that support and inform the general design of the educational program and confirm its educational soundness. Provide and discuss research-based evidence to show how the design will successfully serve the needs of the targeted student population.

Curriculum and Instruction

10. Describe the charter school’s curriculum. (Do not insert California Common Core State Standards (CA CCSS) or other state content standards within the petition; they may be incorporated by citation/reference.) Identify and describe:
- Key features and components of the school’s educational program by subject area, including, but not limited to, the following subject areas:
 - ❖ English Language Arts
 - ❖ English Language Development/English as a Second Language
 - ❖ Mathematics
 - ❖ History-Social Science
 - ❖ Science
 - ❖ Visual and Performing Arts
 - ❖ Health and Physical Education
 - ❖ World Languages (grades 7-12)
 - ❖ Electives and other courses/areas of study required for graduation/A-G requirements (secondary schools)
 - Innovative curricular components of the educational program
 - Intervention and enrichment programs
 - Curricular and instructional materials, e.g., textbooks and computer-based resources, to be used in each subject area/course/program/grade level/grade span, as appropriate
11. For span and secondary schools: Provide a comprehensive course list or table that shows all course offerings for all grades to be served. For high schools: Identify which courses will meet A-G and graduation requirements. See the partial sample template below:

Subject Area	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.
English Language Arts	English 9A (A-G & HS Grad)							
Mathematics								
History-Social Science								

NOTE: Please include brief course descriptions and only course descriptions that are not from an external copyrighted source.

12. Describe the instructional methods and strategies that the charter school will use to deliver the curriculum.

13. Explain how the school's instructional methodologies and curriculum, including instructional materials, will support implementation and ensure student mastery of the California content and performance standards, including but not limited to the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the current English Language Development (ELD) standards. (Do not include the standards within the petition.)
14. Describe how the instructional program will provide and support student development of technology-related skills and student use of technology. Explain how the school will ensure that students will be prepared to take computer-based state standardized assessments.
15. For high schools: Explain how the school program and course schedule will enable all students to meet the District graduation requirements and A-G requirements and the CDE's College/Career Indicator within four years. Additionally address:
 - How the school will ensure it provides sufficient credit recovery opportunities and support
 - How the school will ensure that transfer students can meet graduation and college entrance requirements
16. For high schools: Describe the school's plan and timeline for obtaining and/or maintaining Western Association of Schools and Colleges (WASC) accreditation.
17. For high schools¹: Describe how the charter school will inform parents, including parents with limited English, about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Describe how and when the school will inform parents in the event that the school's course offerings might preclude a student from meeting graduation and/or college entrance requirements if he or she transfers into or out of the school. (A 4 X 4 Block schedule will require additional clarifying language about transferability for stakeholders.)

Transitional Kindergarten

18. For elementary schools: Include a description of the school's Transitional Kindergarten program.

Academic Calendar and Schedules

¹ The Education Code requires a charter school petition to include, "[i]f the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." (Ed. Code § 47605(b)(5)(A)(iii).)

19. Provide an academic calendar for the first year of the new charter term that specifically identifies all instructional days, and indicates whether they are regular, early dismissal/shortened, or minimum schedule days. The calendar must also show holidays and breaks. Academic calendar must be consistent with all applicable collective bargaining agreements or submit waiver approval.
20. Provide a comprehensive set of sample daily schedules (regular, early dismissal, minimum day) for each grade level to be served. (If more than one grade level will share an identical schedule, e.g., 1st and 2nd grade, the samples may be consolidated.) Each schedule must show both the subjects to be taught including designated and integrated English Language Development, during the various periods of the day as well as subtotals and totals of daily instructional minutes. If the school’s instructional design or model uses block scheduling, include multiple days of schedules as necessary to show the complete block model.
21. Complete and include the MS Excel “Instructional Days and Minutes Calculator” table (provided below, and in a separate document on the CSD website).

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

22. If applicable, address the Early College and Middle College High Schools attendance requirements of Education Code section 46146.5, as amended by SB 379.

NOTE: Ensure that all petition provisions related to instructional days, calendars and schedules, including the instructional minutes calculator, are internally consistent and accurately represent the described program.

Professional Development

23. Describe how the school will provide ongoing professional development to ensure that teachers have the capacity to deliver the educational program. Include a professional development plan, specifying a list of topics, for the first year of the new charter term.

Meeting the Needs of All Students

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NOTE: This document is subject to revision at any time.

English Learners

24. Describe how the charter school's educational program will meet the needs of English Learners (ELs) in accordance with LAUSD's English Learner Master Plan.

Describe:

- Educational program(s) for English language acquisition, including how, where, and by whom the English Learner program components will be provided, and how the program(s) will ensure that students make adequate progress toward mastery of the English Language Development (ELD) standards
- How the school will use the results of the ELPAC to support and accelerate student progress towards English proficiency
- How the school will provide ELs at all English language proficiency levels with meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of the English Language Arts/English Language Development Framework.
- Process for annual evaluation of the school's EL program(s)
- Process for monitoring progress of ELs and reclassified (RFEP) students
- Process for monitoring progress and effectiveness of supports for Long Term English Learners (LTELs) and for students At-Risk of becoming LTELs

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

25. Describe how the charter school will meet the needs of gifted and talented students and students achieving above grade level.

Address:

- How the school will determine and meet the educational needs of gifted and talented students and students achieving above grade level, including how, where, and by whom the relevant instructional program components, services and/or supports will be provided
- How and by whom the school will monitor the progress of gifted and talented students and students achieving above grade level

Students Achieving Below Grade Level

26. Describe how the charter school will meet the needs of students achieving below grade level. Address:

- How the school will identify students in this group
- How the school will identify and meet the educational needs of students achieving below grade level, including how, where, and by whom the relevant instructional program components, services and/or supports will be provided
- How and by whom the school will monitor the progress of students achieving below grade level

Socio-Economically Disadvantaged/Low Income Students

27. Describe how the charter school will meet the needs of socio-economically disadvantaged/low income students separate and apart from the needs of low achieving students. (Do not address low achievement in this section.)

Address:

- How the school will identify students in this group
- How the school will identify and meet the unique needs of students in this group, including how, where, and by whom the relevant services, supports, and/or enrichment opportunities, will be provided
- How and by whom the school will monitor the progress of students in this group

Students with Disabilities

NOTE: The District Required Language contains all provisions necessary to address matters related to students with disabilities and special education.

Students in Other Subgroups

28. For Foster Youth, Standard English Learners, and any other subgroup relevant to the targeted student population, describe how the charter school will meet the needs of students in the subgroup. (Foster Youth must be addressed.) Address:
- How the school will identify students in the subgroup
 - How the school will identify and meet the needs of students in the subgroup, including how, where, and by whom the relevant services, supports and/or opportunities will be provided
 - How and by whom the school will monitor the progress of students in this subgroup

“A Typical Day”

29. Provide a brief narrative describing “a typical day” at the charter school. Describe what a visitor to the school should expect to see and hear when the school’s vision is being fully implemented. Ensure that the typical day reflects the instructional design/model, key features, and key instructional strategies of the educational program.

Element 2: Measurable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

NOTE: Elements 2 and 3 have been combined into one section in order to support petition clarity, coherence, and consistency. Address in this unified section both summative assessment (including state standardized assessments) and formative assessment. See below.

NOTE: The District Required Language (DRL) includes a specific assurance that the charter school must “[m]eet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).” In addition, the DRL for this Element includes the following provision: “Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.” All provisions of this Element, as well as all other Elements, must be consistent with the DRL provisions.

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

Measurable Goals of the Educational Program

1. Describe the measurable goals and objectives of the school’s educational program. Include:
 - The school’s annual goals, for all pupils (i.e., schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d).

NOTE: These goals are the same as those described in Element 1 in accordance with Education Code § 47605(b)(5)(A)(ii). **A completed “LCFF State Priorities” table provided in Element 1 of a petition will meet this requirement and can be incorporated herein by reference.**

- The school’s unique educational goals or objectives, including description of the knowledge, skills, and aptitudes to be measured. **If included in the LCFF table in Element 1, such goals do not need to be repeated here but rather can be incorporated by reference to the table.**

NOTE: Do not insert the text of the state content standards within the petition; they may be incorporated by citation/reference.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to Eight State Priorities

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NOTE: This document is subject to revision at any time.

2. In chart or table format, identify and describe specific performance targets (pupil outcomes), for all pupils (i.e., schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d). **Please be sure to incorporate all of the specific metrics set forth in Education Code section 52060(d) that are applicable to the grade levels served by the school. A completed LCFF table provided in Element 1 will meet this requirement and can be incorporated herein by reference.**

NOTE: Some of the eight (8) state priorities include multiple components. Each component that applies to the grade levels to be served must be addressed.

NOTE: Pursuant to SB 1290 enacted in 2012, Education Code § 47607(b) now requires charter school authorizers to consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.

3. For schools that primarily serve grades that do not participate in CAASPP (SBAC) (e.g., a K-2 school), include the school's annual measurable goals using a standardized assessment for each grade not participating in CAASPP (SBAC) and the school's plan for assessing student academic growth and achievement of the standards and measurable goals for the grade level. **If included in the LCFF table in Element 1, such goals do not need to be repeated here but rather can be incorporated herein by reference to the table.**

Other Performance Targets

4. In chart or table format, for all other measurable goals, including goals for any key features in the program, identify each goal, the annual assessment tool(s) or other means to be used to measure levels of performance regarding the goal, and specific annual performance target(s) or outcomes. **If included in the LCFF table in Element 1, such goals do not need to be repeated here but rather can be incorporated herein by reference to the table.**

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

5. Describe how the school will monitor and measure student progress toward mastery of state standards and the other goals identified above.
Address:
 - Specific assessment tools (e.g., periodic assessments and screening and diagnostic tools), including how they are appropriate and sufficient to measure progress towards the specific goals targeted
 - Frequency of assessment
 - Performance expectations

Data Analysis and Reporting

6. Outline the school's plan for collecting, analyzing, using, and reporting academic performance and other data.

Address:

- The type(s) of data the school will use
- The role and use of data to inform curriculum, instruction, tiered intervention, and enrichment
- The role and use of data to monitor and improve the charter school's educational program and operations by the staff, school site leadership, executive leadership, and governing councils
- The role and use of data to inform stakeholders of school performance

Element 4: Governance

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

NOTE: The purpose of Element 4 is to provide reasonably comprehensive description of the charter school's governance structure and practices, and its methods to ensure stakeholder involvement. For District affiliated charter schools, it is important to recognize that, by their nature and the terms of their charters, they are subject to the governance and control of the LAUSD Board of Education. Like all District schools, an affiliated charter school's governance at the school site level must comply with all applicable state and federal laws and regulations, District policies related to school site governance, and the provisions of LAUSD collective bargaining agreements (CBAs).

In order to streamline the petition preparation and review processes and otherwise ensure that school site governance complies with the relevant legal, policy, and CBA requirements, the CSD has carefully redesigned the District Required Language for affiliated charter petitions to provide most of the necessary content for Element 4. As a result, affiliated charter schools only need to provide school-specific descriptions related to stakeholder involvement, per the guidance below. The District Required Language provides the rest.

This approach not only ensures the requisite compliance but also preserves the ability of the affiliated charter school, like other District schools, to seek and obtain waivers as permitted by District policy and the UTLA-District CBA.

Accordingly, a “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

Stakeholder Involvement

1. Describe the school's stakeholder involvement plan and process.

Address:

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- The process by which the school will consult with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update
- The process by which the school will consult with parents and teachers regarding the school’s educational program
- How the school will use its website to support stakeholder involvement

Element 5: Employee Qualifications

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

A “reasonably comprehensive” petition will include the District Required Language.

Element 6: Health and Safety Procedures

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

A “reasonably comprehensive” petition will include the District Required Language.

Element 7: Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

A “reasonably comprehensive” petition will include the District Required Language.

Element 8: Admission Requirements

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

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

Student Recruitment

1. Describe how the school will recruit and reach out to students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities.

Lottery Procedures

1. In each highlighted section, insert the response that describes the process the charter school will use for conducting its annual random lottery.

Information may be deleted from this section, but not added.

Element 9: Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

A “reasonably comprehensive” petition will include the District Required Language.

Element 10: Suspension and Expulsion Procedures

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

A “reasonably comprehensive” petition will include the District Required Language.

Element 11: Employee Retirement Systems

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

A “reasonably comprehensive” petition will include the District Required Language.

Element 12: Public School Attendance Alternatives

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

A “reasonably comprehensive” petition will include the District Required Language.

Element 13: Rights of District Employees

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

A “reasonably comprehensive” petition will include the District Required Language.

Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

A “reasonably comprehensive” petition will include, in addition to the District Required Language, the following:

1. Provide the specific address for written notifications to the school pursuant to the procedures set forth in the District Required Language for this Element. Please use the following format:

[Name of Affiliated Charter School]
c/o School Principal
[Full Address]

Element 15: Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

A “reasonably comprehensive” petition will include the District Required Language.

TAB 2: GOVERNANCE COUNCIL RESOLUTION

- ❖ The charter school’s local school governance council resolution must document the school’s decision to submit the charter school renewal petition application and identify the person(s) designated to serve as lead petitioner(s).² The resolution must be current, i.e., the resolution must have been adopted by the school’s current local school governance council. The submitted document may be a copy of the original document.
- ❖ Ensure that the document includes the duly executed signature of the governing council secretary or other authorized person.

TAB 3: CAPACITY ASSESSMENT REVIEW

- ❖ Make sure that the Capacity Assessment Review, not the E-Cast, is current. (i.e., produced as a result of the current year’s “Roadshow”) and is the final signed document. The submitted document may be a copy of the original CAR.

TAB 4: WAIVERS

- ❖ The charter school must submit copies of any and all executed waivers, including but not limited to UTLA-District CBA waivers.

² If the council picks more than 1 lead petitioner, one must be the principal.

NOTE: Waivers are required to be submitted only as supporting documentation and are not considered as part of the renewal petition. See also the “Affiliated Charter School Renewal Petition Application Intake Checklist”.

Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net).

CD/DVD R/W

- ❖ See “Affiliated Charter School Renewal Petition Application Intake Checklist” for guidance about the contents of the CD/DVD. Include each item on the checklist as a separate file on the CD/DVD with a file name that clearly identifies its contents.
- ❖ The CSD strongly recommends that the required CD/DVD be rewritable and formatted to facilitate the intake and petition review processes. Do not submit the electronic copies of the petition documents on a flash drive or similar medium; **only a CD or DVD will be accepted.**