



Division of Educational Services
Charter Schools Unit

Charter School Oversight

H A N D B O O K

*Supporting Charter School Excellence
Through Quality Authorizing*



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Introduction

The purpose of this handbook is to articulate the rationale, practices, and procedures of charter school oversight conducted by the Riverside County Office of Education (RCOE). It is intended to guide the oversight practices of RCOE staff and communicate expectations to charter school petitioners. This handbook is to be considered a “living” document and revisited on a regular basis to update statutes and best practices.

Background

The Charter Schools Act of 1992 was created to provide new and innovative learning opportunities for teachers, parents, and students with the goal of improving student choices and outcomes. The Riverside County Board of Education (RCBE) has the authority to take action on charter petitions and RCBE-approved charter schools in accordance with the California Education Code (EDC). The RCBE and RCOE understand and recognize their important roles and responsibilities of providing supervisory oversight of charter schools approved by the RCBE. The RCBE and RCOE understand and respect charter schools’ autonomy and independence to operate and manage their respective schools.

On behalf of the Riverside County Board of Education, the Riverside County Office of Education oversees charter schools approved by the RCBE. The RCOE operates closely and collaboratively with the RCBE, but also independently under the direction of the Riverside County Superintendent of Schools. The policies and practices outlined in this handbook have been established and influenced by the following resources and organizations: California Charter Authorizing Professionals (CCAP), Charter Accountability Resource and Support Network (CARSNet), Fiscal Crisis and Management Assistance Team (FCMAT), and National Association of Charter School Authorizers (NACSA). Key applicable components of the NACSA Essential Practices have been adopted by the RCOE Charter Schools Unit (CSU). All described practices, policies, and expectations are aligned with current law (e.g., SB 126, AB 1505 and AB 1507). Our goal is to ensure all students and families have access to quality charter school options.

Charter Schools Unit’s Mission

The mission of the RCOE is to ensure the success of all students through extraordinary service, support and partnerships. With this focus, the Charter Schools Unit encourages high-quality charter school options for students, families, and communities by providing:

- A rigorous and comprehensive charter petition process, ensuring that all reviews include the appropriate level of due diligence.
- Effective oversight of all RCBE-approved charter schools and meaningful support of all charter schools in Riverside County. We closely monitor academic performance and non-academic outcomes, such as finances and governance of all RCBE-approved charter schools.
- Clear and transparent reporting on public charter school performance. Through the fall and annual reports, families and the public will be better informed of RCBE-approved charter schools’ performance.

Vision

The vision of the RCOE is to be a collaborative organization characterized by the highest quality employees providing leadership, programs, and services to school districts, schools, and students countywide. The Charter Schools Unit closely collaborates with RCBE-approved charter schools, and all charter schools in the county, with a high degree of professionalism with the goal of positively influencing the public education system and modeling quality authorizing practices. The Charter Schools Unit believes that high-quality authorizing will lead to better outcomes for students that attend charter schools.

Values

The Charter Schools Unit’s core values unite us and foster our culture. They are the shared beliefs and essential principles that guide our behavior and interactions with one another and others. Our values are:

- Student-Focused
- Trusting Relationships
- Open and Honest Communication
- Transparency
- Excellence

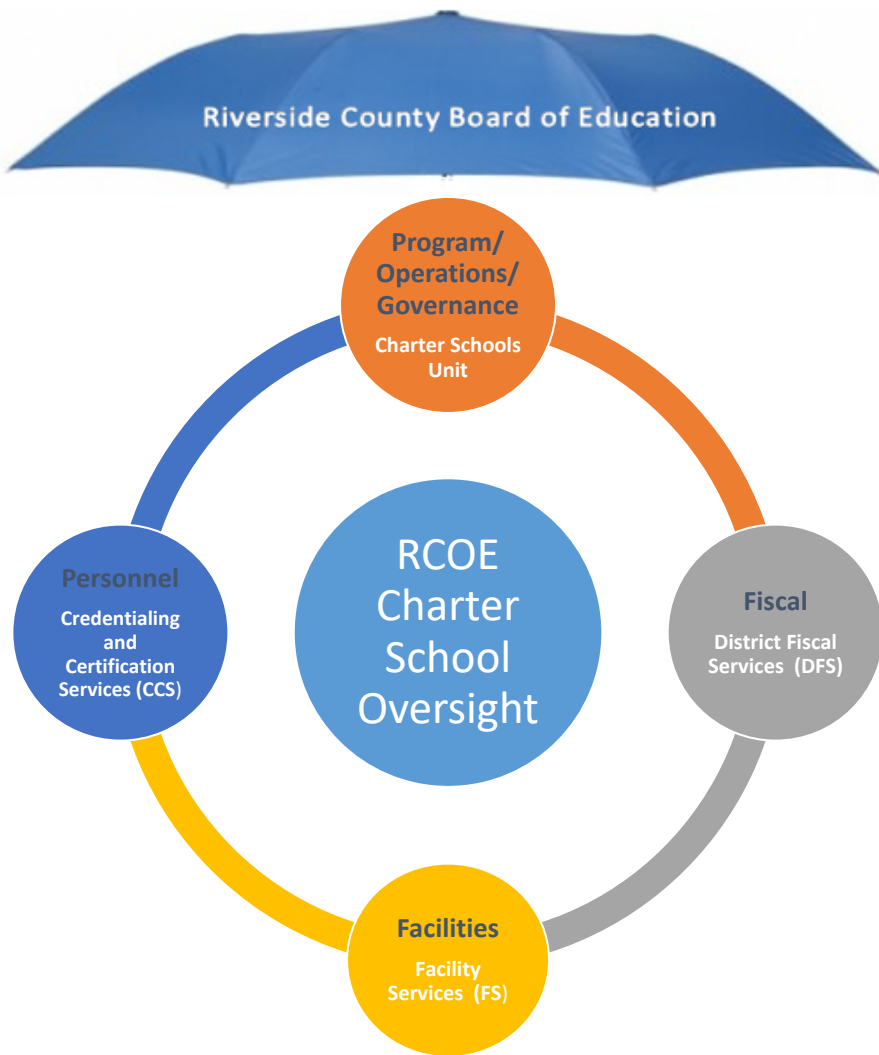
Organizational Structure

The Riverside County Office of Education considers the roles and responsibilities of charter school oversight as a serious undertaking. As a result, the work is collaborative among the organization as illustrated in the graph below. The majority of the oversight duties and responsibilities are conducted by the Charter Schools Unit under the direction of the charter schools director and overseen by the chief academic officer of the Division of Educational Services. In addition, the deputy superintendent of schools is included on significant charter school issues, concerns, and public charter school reports. Examples of oversight responsibilities of the Charter Schools Unit include the following: Internal coordination and collaboration of charter school work within the RCOE; preparation of materials

and information for the Riverside County Board of Education and Charter Schools Committee; operations, facility and programs oversight; charter school board/governance oversight; processing of all petitions (new and renewal); and processing of complaints and/or concerns regarding any charter school in the county.

The District Fiscal Services (DFS) unit oversees all fiscal matters of RCBE-approved charter schools. The work is managed by an administrator of DFS and overseen by the executive director of DFS under the direction of the chief business official of the Division of Administration and Business Services. Unless otherwise stated, RCBE-approved charter schools will communicate directly with the DFS administrator regarding all fiscal matters, questions, or concerns.

The Charter Schools Unit coordinates and guides the oversight practices of the Credentialing and Certification Services (CCS) unit and Facility Services (FS) unit. All four units (CSU, DFS, CCS and FS) actively participate in the annual oversight practices of the RCOE and closely collaborate regarding any issues or concerns with any RCBE-approved charter school. All significant charter school matters are discussed and decided upon by the staff members who work directly with the school, which also include cabinet members of the Riverside County Superintendent of Schools. Individual oversight team members' information can be found in [Appendix A](#).



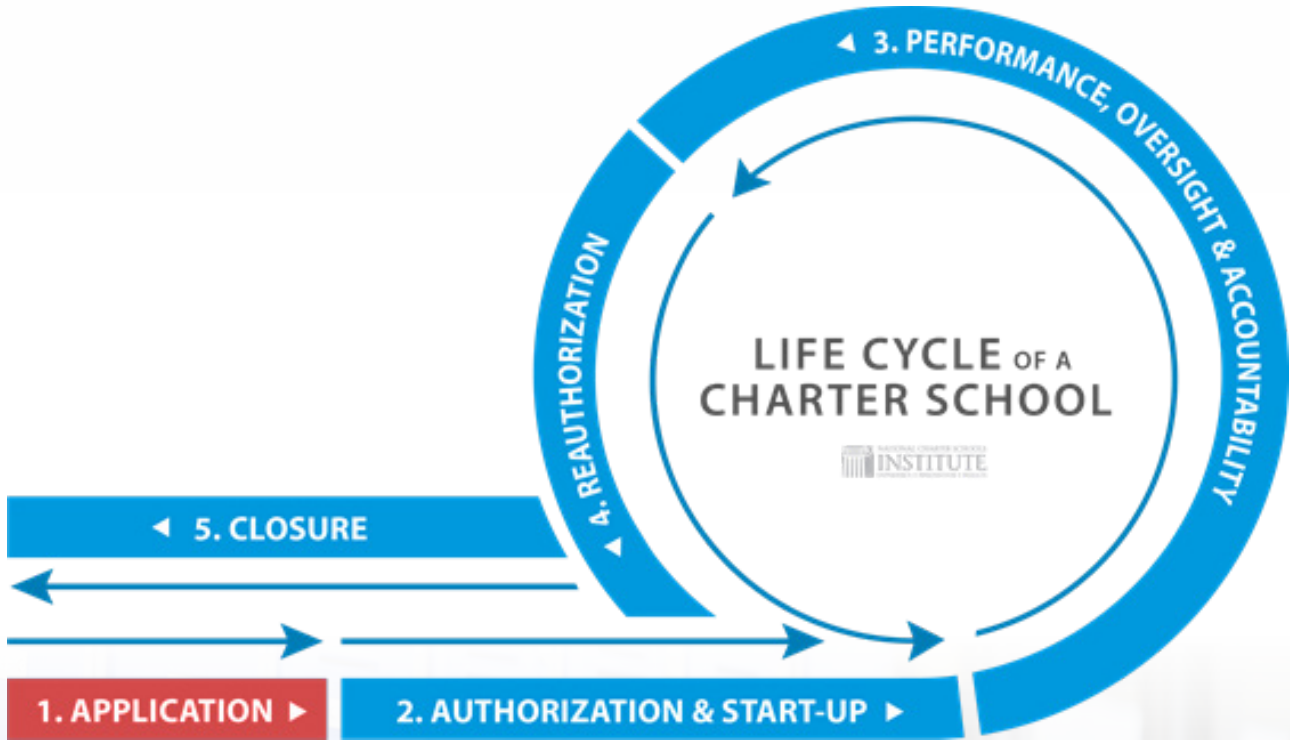
RCOE Organizational Oversight

Charter School Life Cycle

The petition process is driven by statute ([Appendix B](#)) and has a progression or cycle throughout the term once approved by the RCBE. The model below illustrates the five-stage life cycle of a charter school:

- 1. New petition or application submission.
- 2. Approval/authorization and start up.
- 3. Performance, accountability, and oversight.
- 4. Renewal/reauthorization.
- 5. Successful renewal or closure.

The legal requirements and RCOE expectations for each stage are further explained below in the graphic.



New Petition Submission

New seat-based charter school petitions are submitted to establish a new charter school. Initial petitions can be submitted either to a local district or, in some cases, directly to the RCOE Charter Schools Unit office located at 3939 Thirteenth Street, Riverside, CA 92501. If a district denies a petition, that petition may be appealed to the Riverside County Board of Education. The main criteria are outlined below for both a petition submitted to the RCOE on an appeal and a petition initially submitted directly to the RCOE.

Key Requirements (Not inclusive of all legal requirements):		
EDC 47605 (Appeal to RCBE)	EDC 47605.6 (Countywide Benefit - Directly Submitted)	EDC 47605.5 (County Charter - Directly Submitted)
Must be submitted within 30 days of district board denial. (k)	Must propose to 1) operate at one or more sites in the county; 2) provide instructional services that are not generally provided by RCOE; 3) provide services that will benefit a pupil population that cannot be served as well by one or more charter schools authorized by school districts. (a)(1) Petition to be accepted and evaluated under EDC 47605.6 criteria.	Must demonstrate that program services are intended for, and will, serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related services. Petition to be accepted and evaluated under the EDC 47605 criteria.
Petition submitted on appeal may not contain new or different “material terms” from what was submitted to the district, or else petition will be immediately remanded. (k)(1)(A)(iii)		
60/90 day legal timeline begins when petition is submitted with signed “deemed complete” certification**. (b) Public hearing held within 60 days, and decision made within 90 days, unless extended 30 days by agreement.	60/90 day legal timeline begins when petition is submitted with signed “deemed complete” certification**. (b) Public hearing held within 60 days, and decision made within 90 days, unless extended 30 days by agreement.	60/90 day legal timeline begins when petition is submitted with signed “deemed complete” certification**. (b) Public hearing held within 60 days, and decision made within 90 days, unless extended 30 days by agreement.
“Meaningfully interested” parent/staff signatures. (a)	“Meaningfully interested” parent/staff signatures. (a)(1)	“Meaningfully interested” parent/staff signatures. (a)
“Reasonably comprehensive” description of all required elements; also address facilities, administrative services, liability, budget and board qualifications. (c)(5)(A-O); (h)	“Reasonably comprehensive” description of all required elements; also address administrative services, liability, budget and board qualifications. (b)(5)(A-P); (h)	“Reasonably comprehensive” description of all required elements; also address facilities, administrative services, liability, budget and board qualifications. (c)(5)(A-O); (h)
Petition must be consistent with the “interests of the community”. (c)		Petition must be consistent with the “interests of the community”. (c)
RCOE shall publish staff report at least 15 days prior to the RCBE decision public hearing. (b)	RCOE shall publish staff report at least 15 days prior to the RCBE decision public hearing. (b)	RCOE shall publish staff report at least 15 days prior to the RCBE decision public hearing. (b)
Petitioners shall be provided equal public hearing time at the RCBE decision public hearing. (b)	Petitioners shall be provided equal public hearing time at the RCBE decision public hearing. (b)	Petitioners shall be provided equal public hearing time at the RCBE decision public hearing. (b)
SBE procedural appeal within 30 days of RCBE denial. (k)(2)	No SBE appeal.	SBE procedural appeal within 30 days of RCBE denial. (k)(2)

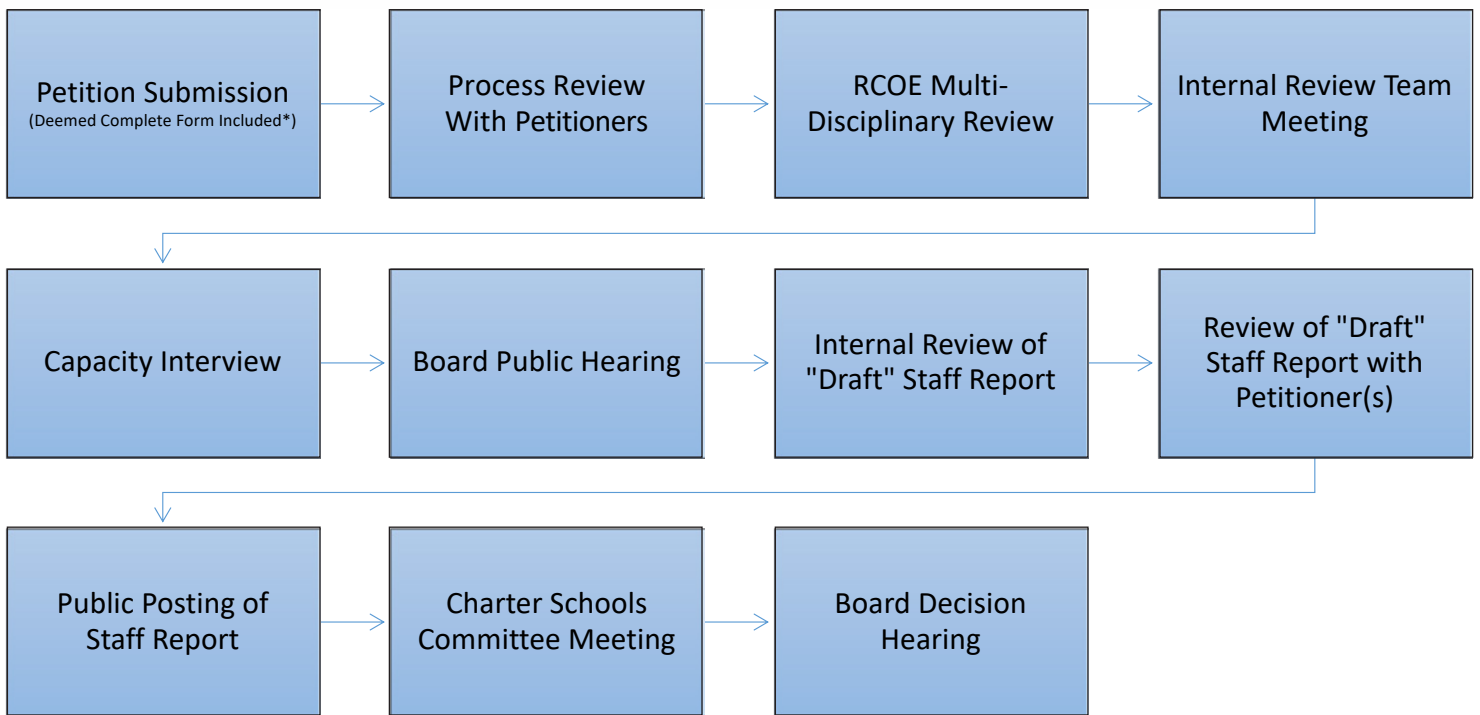
*January 1, 2020-January 1, 2022, moratorium on new non-classroom based charter schools. (AB 1505)

**RCOE “Deemed Complete Certification” recommended for petitioners.

Petition Review

The Riverside County Office of Education is responsible for processing petitions submitted to the Riverside County Board of Education. The RCBE and RCOE staff view the responsibility to provide a quality education to all of the children in Riverside County as a serious undertaking. The petition review process is designed to be transparent, engaging, professional, and rigorous. The Charter Schools Unit staff will help guide the petitioners through the process and will be available to answer questions. At the end of the process, a public comprehensive Staff Report will be provided to the RCBE in order to help the board make the best possible decision for the students in the county. Each petition submitted to the RCBE is reviewed according to the following process:

Petition Review Process



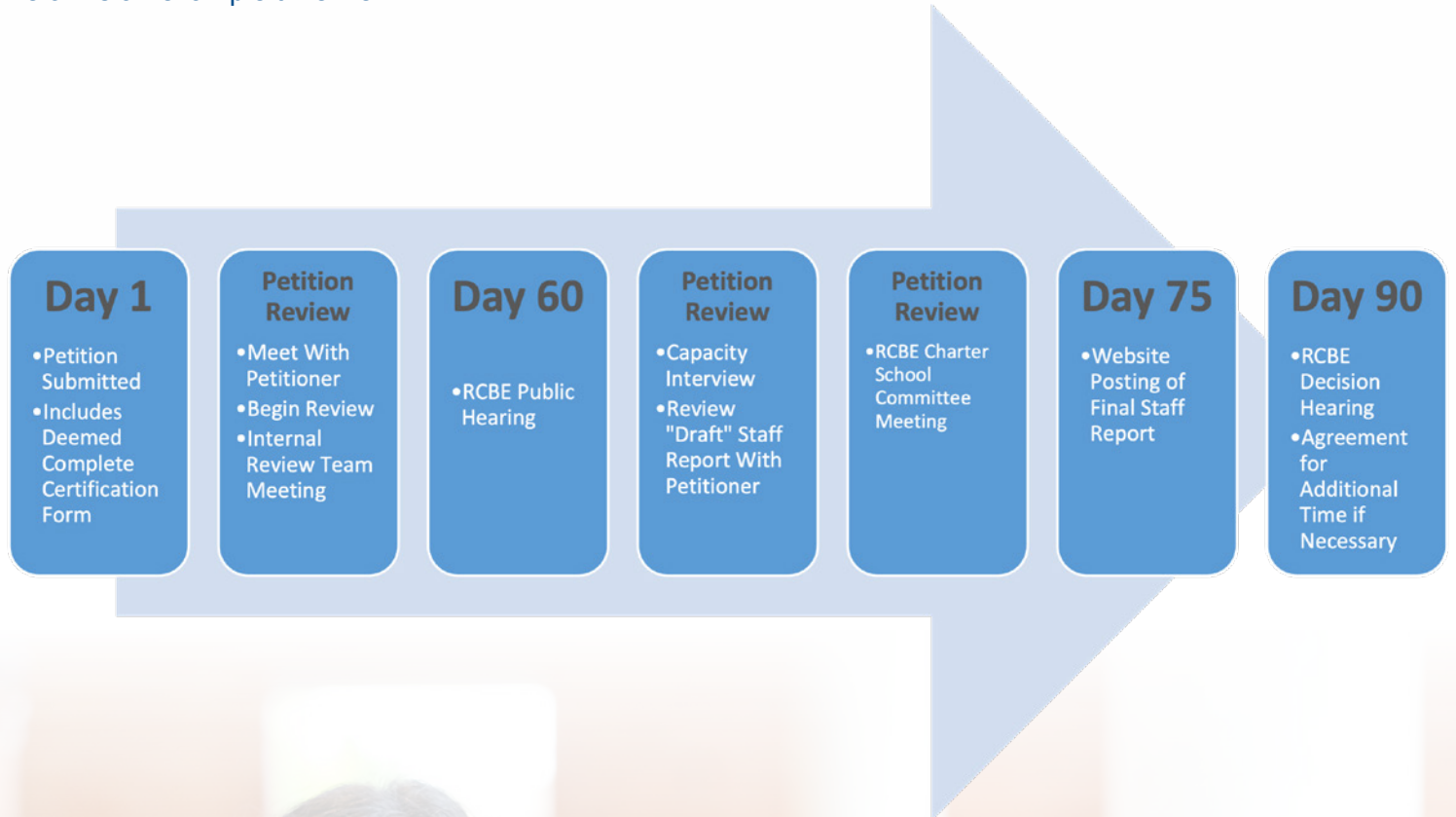
*RCOE "Deemed Complete Certification" form can be found on the RCOE website.

RCOE "Deemed Complete Certification" Form

The process begins when a petitioner submits a complete petition, along with a signed Deemed Complete Certification Form to the RCOE as required by EDC 47605(b). The RCOE respectfully requests that petitioners help with the following: 1) utilize the RCOE Deemed Complete Certification form which can be found on the RCOE Charter Schools Unit webpage: [Charter Schools Unit](#) and [Appendix D](#) or which can be provided by the Charter Schools Unit if requested), 2) provide one (1) digital and four (4) hard copies of the petition, and 3) submit the signed Deemed Complete Certification form, digital and hard copies to a CSU staff member at 3939 Thirteenth Street, Riverside, CA 92501.

Process Review With Petitioner

Upon submission of a petition, CSU staff will contact the petitioner to provide an overview of the petition review process, including timelines, to ensure the petitioner understands the expectations during each step of the review. The petitioner will have the opportunity to ask questions and receive clarification on the petition review process. Below is an example timeline:



Multidisciplinary Review

It is the responsibility of the Riverside County Board of Education to determine whether granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate [EDC 47605(c)]. The Riverside County Office of Education has the responsibility to review the petition and propose written factual findings for consideration by the board, setting forth specific facts to support one or more of the following [EDC 47605(c)]:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by parents/guardians or students to be enrolled at the school or signatures of credentialed teachers.
4. The petition does not contain an affirmation of each of the conditions described in [EDC 47605(e)].
5. The petition does not contain reasonably comprehensive descriptions of the 15 Elements as set forth in [EDC 47605(c)(5)(A)-(O)].
6. The petition does not contain a declaration of whether or not the charter school should be the exclusive public employer of the employees of the charter school [EDC 47605(c)(6)].
7. The charter school is demonstrably unlikely to serve the interests of the entire community [EDC 47605(c)(7)].
8. The school district is not positioned to absorb the fiscal impact of the proposed charter school [EDC 47605(c)(8)].

A multidisciplinary team of Riverside County Office of Education experts from various divisions and units review submitted petitions for content, program effectiveness, fiscal solvency and legal compliance and feasibility in accordance with legal statute. Petition evaluations are based on the RCOE Petition Review Rubric that is posted publicly on the [RCOE webpage](#) and can also be found in [Appendix F](#).

Public Hearing

The Riverside County Board of Education holds a public hearing within 60 days of the submission of the petition. At the hearing, the petitioner is granted an opportunity to provide the RCBE an overview and key highlights of the petition. If applicable, school district representatives are provided an opportunity to make comments regarding the petition. Parents, teachers, and other members of the community will have an opportunity to address the board during the public hearing on the terms of the petition. The RCBE has the right to set the maximum time allowed for the hearing according to the RCBE board policies and what is agreed upon by the RCBE. CSU staff helps to organize and support the petitioner prior to and during the public hearing (i.e., process and make available the presentation of the petitioner).

Internal Review Meeting

Upon thorough analysis of the petition, the RCOE multidisciplinary team collaborates to assess potential findings and discuss any questions or concerns. This information is utilized to form questions for the petitioner to answer during the capacity interview. Findings may also be included within the draft of the staff report.

Capacity Interview with Petitioner

In order to provide the petitioner with the best opportunity to demonstrate the capacity to successfully implement the program set forth in the charter petition [EDC 47605(c)(2)], the CSU staff, along with the RCOE review team members, conduct a capacity interview with the petitioner. The petitioner is encouraged to have the following individuals participate in the capacity interview:

- Lead Petitioner(s)
- Governing Board Members
- School Administrators
- School Finance Personnel

Capacity interviews are conducted in a positive and professional manner. Questions originate from the analysis of the petition by the RCOE review team. The meeting is considered to be a collaborative conversation regarding the petition. The RCOE staff have the opportunity to ask questions about the proposed charter school and the petition. The petitioner also has an opportunity to ask questions of the RCOE staff regarding the process or petition.

Internal Review of Draft Staff Report

The Charter Schools Unit staff develops a draft staff report outlining the review process, the applicable legal standards and criteria, and possible legal findings based on RCOE multidisciplinary team review and analysis, petitioner's capacity interview, public hearing and legal counsel review. The draft staff report is reviewed and discussed with the chief academic officer and the deputy superintendent of schools by the RCOE administrative staff.

Review of Draft Staff Report With Petitioner

Prior to finalizing the staff report, the director of the Charter Schools Unit and RCOE administrative staff will hold a meeting with the petitioner to review the draft Staff Report. The purpose of this meeting is ensure that the report is factually accurate and to address any questions posed by the petitioner prior to the public posting of the report. The contents of the report may or may not be modified based on information shared during the meeting.

Posting of the Staff Report

At least fifteen (15) days prior to the public hearing at which the RCBE will either grant or deny the charter petition, the staff report, including any possible findings regarding the petition, will be published on the CSU webpage in accordance with EDC 47605(b).

Charter Schools Committee Meeting

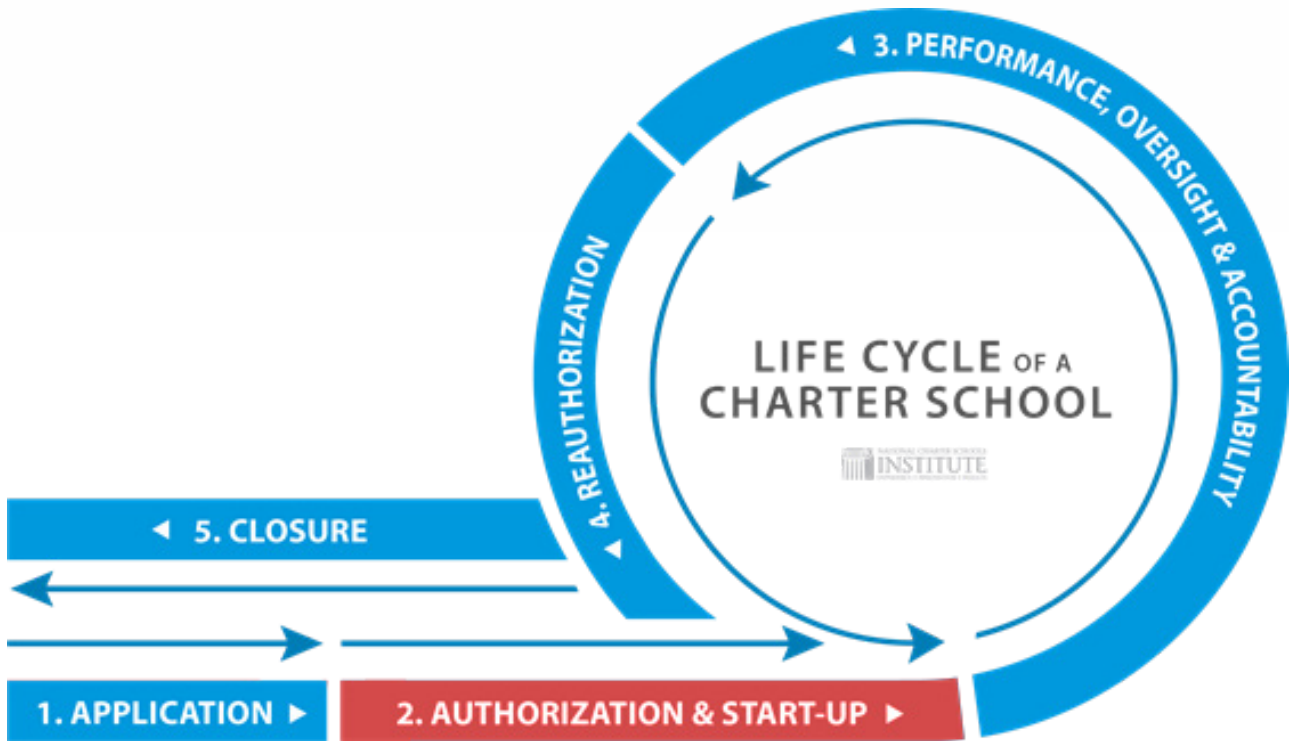
The Riverside County Board of Education Charter Schools Committee consists of three RCBE board members that meet to discuss matters pertaining to RCBE-approved charter schools and board policies pertaining to charter schools. The Charter Schools Committee reviews the RCOE Staff Report of the proposed charter prior to the RCBE meeting in which the petition will be decided upon. The purpose of this meeting is for committee members to gather information to share out with the entire Board when the petition is being decided upon. The Charter Schools Unit director is responsible for sharing the staff report with the committee. The RCOE staff and the petitioner are present to answer questions.

Decision Hearing

Within 90 days of the submission of the petition, the Riverside County Board of Education will hold a public hearing at which the board either grants or denies the charter, unless that timeline has been extended by 30 additional days by agreement by both parties. The petitioner is provided equivalent time and procedures to present evidence and testimony to respond to the staff findings in accordance with EDC 47605(b). If applicable on an appeal, district staff will have a set amount of time to address the RCBE as well.

Post RCBE Decision

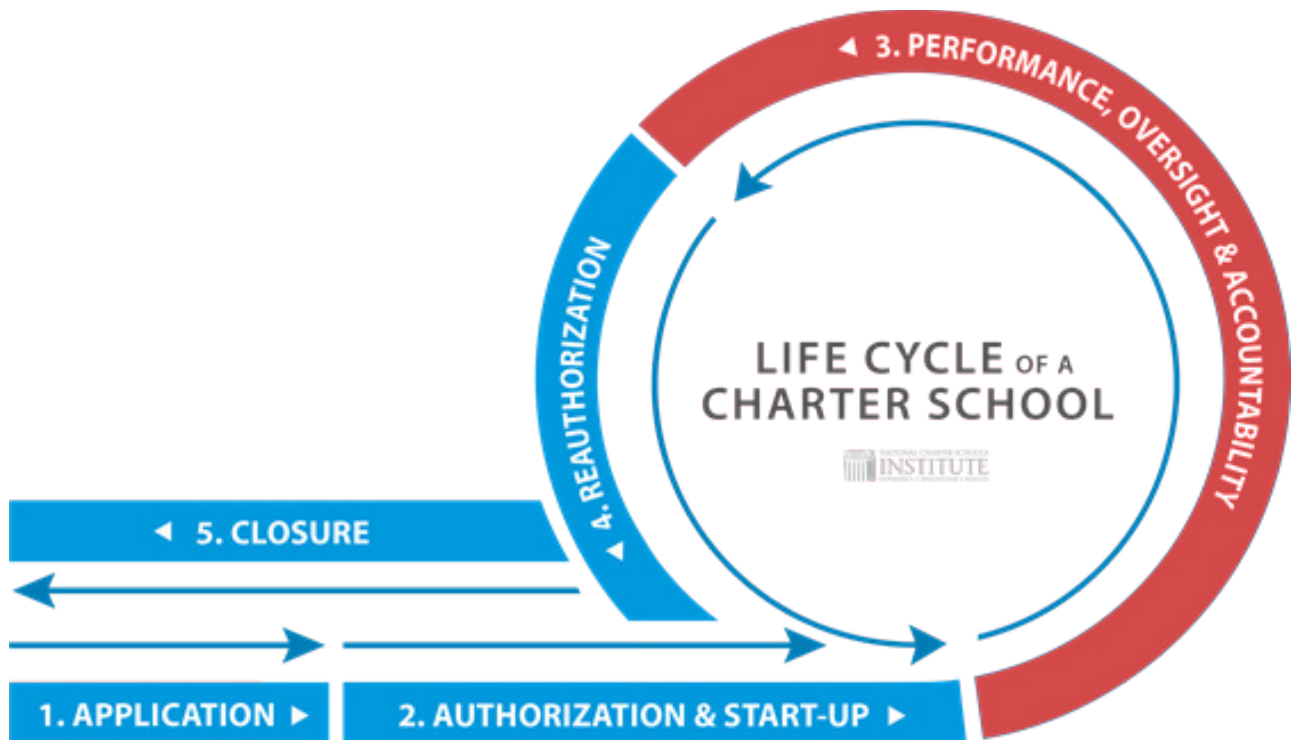
For a petition on appeal from a district denial, the Riverside County Board of Education will either grant or deny the petition. If the petition is denied, the petitioner has the option of appealing the decision to the State Board of Education (SBE) within 30 days in accordance with EDC 47605 (k)(2)(a). Below are the expectations for approved petitions:



Start-up Expectations

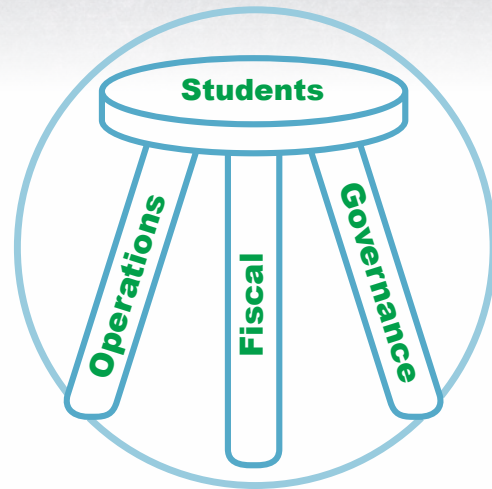
To start a new charter school is an ambition and a challenging task. In order for students, families, and staff to experience the best from the school, founding leadership must be ready to meet the challenge. It is understood with the Riverside County Board of Education approval of a new petition that the petitioner(s) and their team will have the capacity to fulfill the school's mission and all requirements outlined in the petition. Newly RCBE-approved charter schools will be required to sign the RCOE Memorandum of Understanding (MOU). The MOU outlines in detail the relationship and expectations between the school and RCOE. The MOU is posted on the [RCOE webpage](#). Prior to opening, a new school will need to meet specific expectations. On the following page are the more critical requirements and timelines that approved schools need to complete. A comprehensive startup checklist can be found in [Appendix G](#).

Requirement:	Timeline:
Obtain Official RCBE Signed Minutes on Approval Action Item	Immediately
<u>CDE Forms:</u> 1) CDE Charter Action Form (New Charter Number) 2) New CDE CDS Number	Immediately (Numbers approved by SBE at regularly scheduled meeting.)
<u>CA DOJ Authorization Application:</u> Originating Agency Identifier (Live Scan)	Immediately After CDS Issued
Facilities: 1) Signed Lease 2) Cleared Fire Inspection 3) Certificate of Occupancy 4) Proof of Insurance	Prior to Students Starting
<u>CDE Charter Schools PENSEC Report:</u> (New/Grade Level)	July 31



Annual Oversight

In order to be successful, it is vital that charter schools remain strong and healthy in these main core areas: operations, fiscal, and governance. The goal of the CSU is to provide effective oversight that will support the school in fulfilling its mission. It is through close communication, collaboration, transparency, and trust that the authorizer-charter school relationship can thrive for the benefit of the students of Riverside County. The petition and legal requirements are the two primary drivers of the Charter Schools Unit's oversight. In accordance with EDC sections 47604.32 and 47604.33, the following sections outline the CSU oversight practices.



Educational Program

As a key component to a school's operations, the Charter Schools Unit staff conducts/facilitates annual reviews of the educational program of each school in order to ensure compliance with applicable laws and the mission of its charter. The focus for all reviews, including educational program reviews, is through the lens of support and continuous improvement. Reviews of the educational program are completed through a combination of implementing focused reviews and general site visits. Program oversight includes the following elements: services to special populations, curricular materials, professional development, teacher qualifications and assessment.

The CSU staff has developed a comprehensive monitoring plan for ongoing oversight of schools and to provide feedback on their progress toward meeting goals for best practices. This section contains information and protocol for each type of visit and the potential outcomes of the visits. The chart below summarizes the visit types.

Visit Type	Description	Time	Feedback
Renewal	All schools that are up for renewal receive an evaluative visit from members of the CSU during the school year of charter expiration date.	Bi-Monthly	The CSU and the charter school administrators work together to include CDE Dashboard data, local data using a three-tier rubric.
School Invitation	An invitation from the charter leader to see an updated program, outstanding classroom, or visit a new site.	1-2 hours	Feedback is verbal, unless a critical issue is observed at the site.
General Oversight Visit Examples: Classroom Walk-throughs, Board Meeting, Facility, Concern Follow-up	For RCBE-authorized charter schools, social or general oversight visits are opportunities for the members of the CSU to check in with school leaders regarding operational support and co-location or facility issues and to learn more about the educational program.	1-2 hours	Feedback is brief, attached to an e-mail and housed in Epicenter.
Focused Reviews	Members of the CSU conduct specific visits in order to gauge charter school compliance with their petition, LCAP, new charter laws and support for EL or SPED.	One (1) day, with a second visit as needed.	Specific feedback on focused reviews, including affirmations and suggested next steps. Some sites receive feedback a second time to ensure implementation of Ed Code.

General Oversight Visits

The Charter Schools Unit conducts general oversight visits on an ongoing, regular basis with the goal of supporting the school and students. It is an opportunity to collaborate with the school on the following: facilities, school safety, culture and climate, staffing, overall educational program, staff development, parental involvement and matters of the governing board. These visits are intended to build a rapport between the RCOE staff and school community in an effort to support the vision and mission of RCBE-authorized charter schools. With the intention of having the most authentic experience possible, charter school staff may or may not notify the school in advance of a general visit. If any significant concerns arise during the visit, the CSU staff will debrief with the school leader during the visit. Otherwise, the school will receive written feedback provided through Epicenter within one week.

Focused Reviews

In order to effectively support RCBE charter schools, the CSU conducts Focused Reviews to provide comprehensive feedback to schools and ensure compliance in specific areas of the charter petition and, or applicable laws in accordance with EDC 47604.32. These reviews are based on the overall needs observed within the entire RCBE portfolio and all schools will receive the same type of review within the school year. At times, the focus area is due to legal changes that schools must adopt. All schools will be made aware of the specific type of focused review that will be conducted through portfolio e-mails and, or quarterly portfolio meetings in the beginning of each school year. Examples of focus review areas include, but are not limited to the following: governance, fiscal operations, Local Control and Accountability Plan (LCAP), and educational program. The review process may include site visits, document collections, records reviews, staff interviews and classroom observations, after which the school will be provided feedback, including commendations and considerations for continued growth.

Focused Review Process

Focused reviews adhere to a uniform process that is conducted annually by the Charter Schools Unit. In order to provide effective and efficient feedback to the schools, each review includes the gathering of data and information from the aforementioned list to determine the level of differentiated support to be provided to the school regarding the area of focus (i.e., fiscal, governance, educational program). For schools needing additional assistance, follow-up reviews are conducted in conjunction with targeted support, while all schools receive ongoing, essential support.



Conduct Initial Annual Focused Review

The Charter Schools Unit selects a component of the educational program for review, based on the overall need and support for all schools as described above. This focus area is shared with all the schools at the beginning of each school year. Each review may consist of site visits, document collection, records review, staff interviews and, or classroom observations. Data is gathered and results are reviewed by CSU staff. Examples of focused visit review checklists are in [Appendix H](#).

[Focused Review Checklists](#)

Need Assessment for Focused Reviews

Based on the data and information gathered during the initial focused annual review, staff determines if the school has met legal requirements and the expectations outlined in the school's petition. Written feedback is provided to school leaders within 10 business days of the initial annual focused review visit. This feedback includes commendations and considerations. The needs of each school are unique; as a result, the CSU utilizes a differentiated support model (illustrated on the following page). All schools receive support and feedback for continued success.

Differentiated Support



Targeted Support and Follow-up

At times, some schools need additional targeted support. In these situations, staff will hold a follow-up meeting to answer questions and provide clarification in order to assist the school with the continuous

improvement process. The school will be provided a reasonable timeline to make progress in the deficient area(s). To encourage growth and success, the CSU staff will conduct an additional follow-up review.

Support and Resources

A critical aspect of the Charter School Unit work revolves around providing training and support for all charter schools in our county, which includes differentiated and individualized targeted support for RCBE-approved schools. All charter schools are invited and welcome to attend any open RCOE workshop, training, and network specific meetings (i.e., instructional, assessment, business or technology networks). Charter-specific support is offered in the following ways:

- Quarterly RCOE Network Meetings
- Quarterly RCOE Portfolio Meetings
- Financial Management Advisory Committee (FMAC) Meetings
- Summer Institute
- General School Visits
- Charter-Specific LCAP Training
- Specifically Requested Training or Support

Charter Schools Network Meetings

The Charter Schools Unit hosts quarterly Charter Schools Network meetings. All charter schools in the region are welcome to attend. The purpose of these meetings are to:

- Build Relationships
- Share Ideas and Resources
- Convey Information

Topics are selected based on the needs of charter leaders and charter schools. Many topic discussions are led by charter experts and charter school attorneys. It is a forum in which charter leaders can share best practices and collaborate with one another.

Portfolio Meetings

Also on a quarterly basis and usually after the RCOE Charter School Network meetings, the Charter Schools Unit provides an extra hour of specific information focused on charter schools authorized by the RCBE. The purpose of this meeting is to have regular, ongoing and open communication between RCOE staff and the charter leaders. Charter leaders are encouraged, and have an opportunity, to share any questions or concerns with the group and RCOE staff. The CSU staff will share updates, general feedback from site visits and focused reviews, expectations and key dates. These meetings are important to help improve both the charter school and authorizing practices. RCOE values their relationships with all school leaders and no individualized (school or school staff) information will be shared in this meeting.

Summer Institute

Each summer the Charter Schools Unit provides a comprehensive Summer Institute with the purpose of providing an extended amount of time on key topics based on the requests and needs of charter school leaders in our county. The CSU staff collaborates with charter school leaders and experts within the areas of identified need. The institute is free and supports our authorized charter schools as part of the RCOE CSU oversight. Past have included governance training, legal updates and English Language Development (ELD) support.

RCOE Authorizer Network Meetings

The CSU provides support and training for district authorizers. Two annual meetings are held to share in best oversight practices, legal updates and current needs. The CSU staff is also available for ongoing, one-on-one training and support. The goal of these meetings are to:

- Build Relationships
- Share Ideas and Resources
- Convey Information

Local Control and Accountability Plan (LCAP)

The LCAP is intended as a comprehensive planning tool to support student outcomes and is an important component of the local control funding formula (LCFF). Under the LCFF, all local educational agencies (LEAs) including school districts, county offices of education (COEs), and charter schools are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to EDC 52060(d), 52066(d), and 47605.

Each charter school is required to develop a Local Control and Accountability Plan (LCAP) that must be approved by the school's local governing board per the directions on the California State Board of Education adopted template as noted:

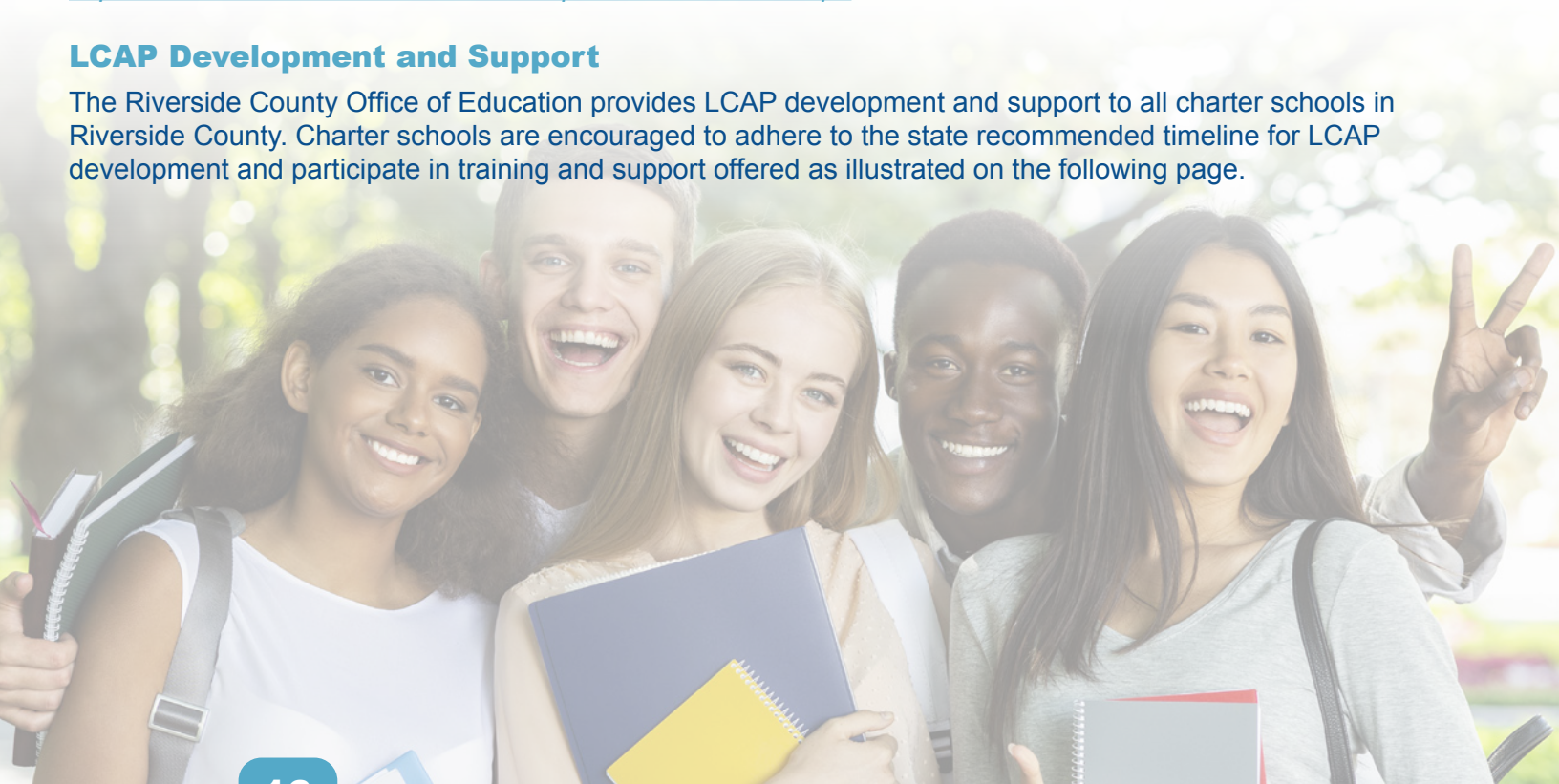
- The LCAP and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to EDC 52060, 52066, 47605, 47605.5 and 47606.5.
- Charter Schools, pursuant to Education Code sections 47605, 47605.5 and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

The LCAP is approved by the school's governing board in a public hearing. RCOE does not approve the LCAP but conducts early compliance reviews and provides LCAP development support on a voluntary basis. All charter schools in the county are to submit the approved LCAP to RCOE on or before July 1 of each year pursuant to EDC 47604.33. All LCAPs are posted on the RCOE webpage:

<https://www.rcoe.us/schools-districts/lcaps/charter-school-lcaps>

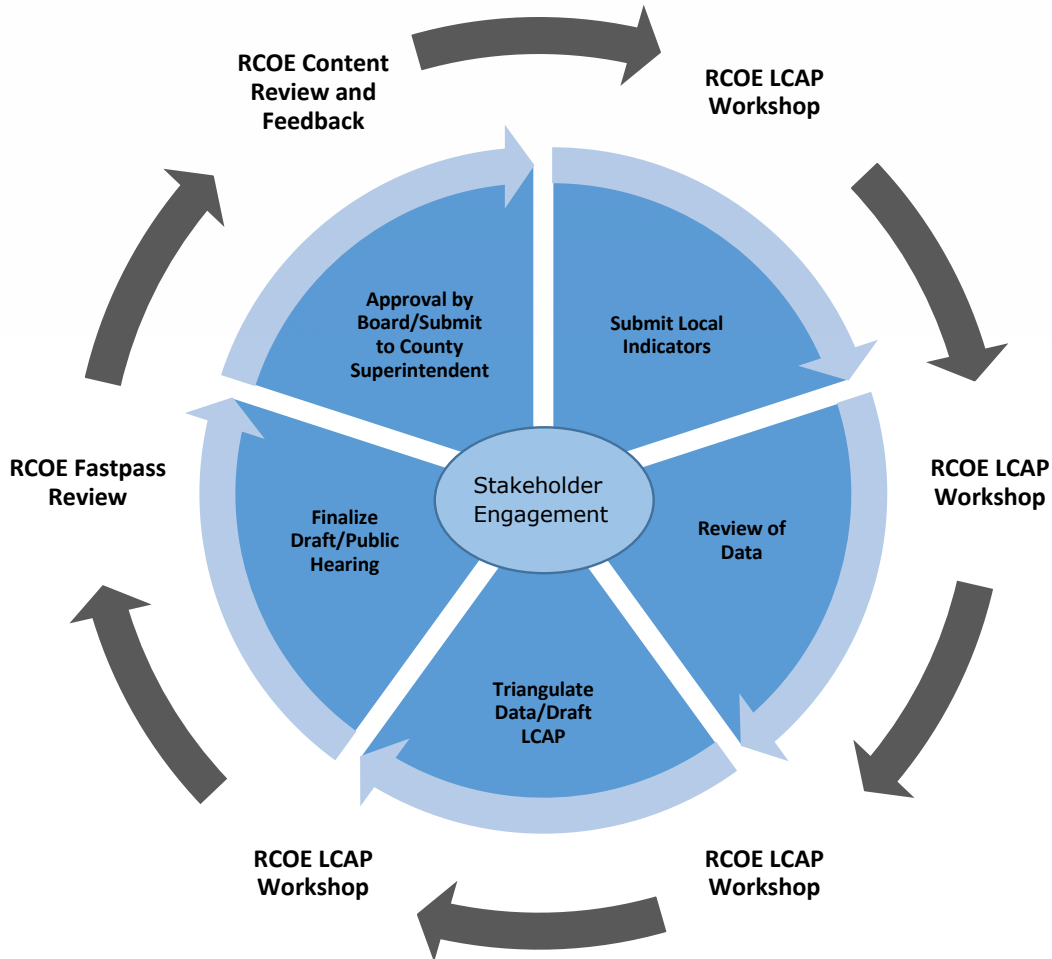
LCAP Development and Support

The Riverside County Office of Education provides LCAP development and support to all charter schools in Riverside County. Charter schools are encouraged to adhere to the state recommended timeline for LCAP development and participate in training and support offered as illustrated on the following page.



Charter School LCAP Workshops

Local charter schools in Riverside County have the option to attend a series of LCAP workshops specifically designed to meet their needs. The workshops address the nuances of charter schools based on charter laws. Topics for charter schools include newly adopted LCAP templates, updated state priorities and metrics, clear expectations on the use of the LCAP instructions and step-by-step instructions for filling in expenditure tables.



Portfolio Fastpass LCAP Review

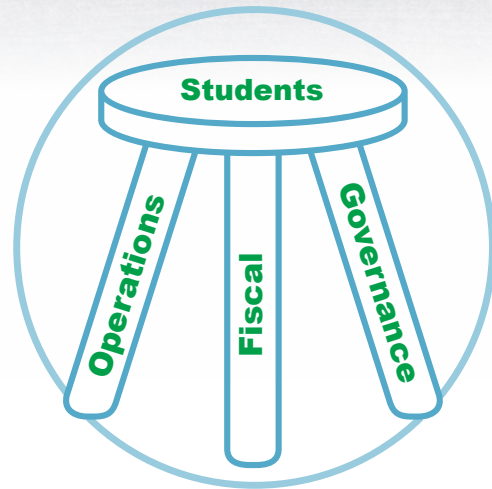
The Riverside County Board of Education authorized charter schools have the option to participate in Fastpass, an early LCAP review and submission program that allows charter schools the opportunity to submit a draft plan to receive feedback for compliance before local board approval. This comprehensive LCAP review is focused on programmatic content and sufficient expenditures in the budget to implement the LCAP and adhere to SBE expenditure regulations. The Fastpass program creates a streamlined feedback and revision process that reduces or eliminates revisions that may require additional charter board approval.

Portfolio LCAP Review

After the required submission of the approved LCAP, CSU staff will review the plan and provide feedback on the LCAP to the school. The purpose of this review and feedback is to support the school in improving their practices and the development of the LCAP for the following school year. The RCOE Charter Schools LCAP Review Checklist is utilized to conduct the review. This checklist can be found in [Appendix H. Focused Review Checklists](#)

Financial Oversight

A critical aspect of a school's success depends on its financial health and solvency. As the agency responsible for oversight on behalf of the RCBE, RCOE is responsible for adequate and appropriate fiscal oversight, including determining if a charter school is following prudent business practices and generally accepted accounting principles when accounting for revenues and expenditures and preparing financial reports. Fiscal oversight is conducted by expert staff from the RCOE District Fiscal Services (DFS) unit and includes monitoring fiscal accountability, legal compliance, governance, internal controls, pupil attendance, budget, accounting and financial reporting. All of these elements are essential for ensuring sound fiscal practices. Internal controls help mitigate fraud, while legal compliance protects a school from exposure to unnecessary liabilities. Fiscal accountability provides for clear and established policies and procedures, which creates improved fiscal outcomes, transparency, and accountability.



Riverside County Office of Education utilizes the Galaxy Financial System to conduct fiscal oversight. As a requirement of the RCOE MOU, RCBE-approved charter schools are required to use the system. The Galaxy system and all necessary training and support are included as part of the 1% required oversight fee [EDC 47613.]. There are no additional costs associated with the Galaxy system. The purpose of this aspect of oversight is to effectively monitor and evaluate the school's fiscal strength and viability and provide timely support and intervention, if necessary. The Fiscal Services Oversight Calendar includes state mandated reports that are submitted on an annual basis to the District Fiscal Services department (on the following pages). In order to assess the fiscal condition of the charter school, the authorizer may request financial information in addition to these reports. All fiscal reports and required submissions will be done through the Epicenter digital online collection system.



Fiscal Services Oversight Calendar Reporting Deadlines - Charter Schools

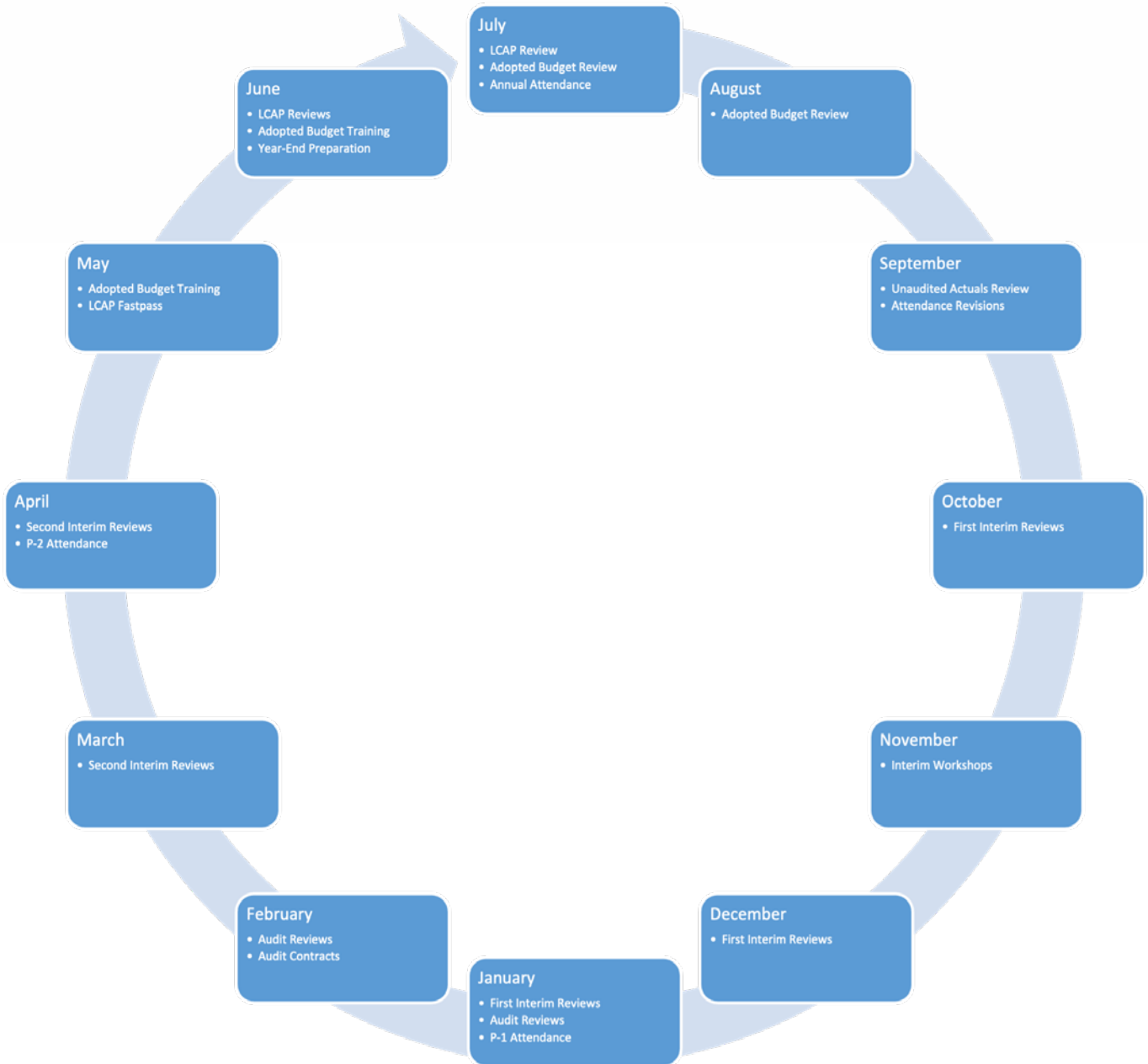
Report Name	State Deadline*	CDE Software	Ed Code
Adopted Budget and LCAP	July 1	SACS2019	47604.33(a)(1), (2)
Prior Year Annual Attendance Reports and Charter Status	July 15	PADC	
Charter Schools PENSEC Report (New/Grade Level)	July 31	PENSEC Report	
Unaudited Actuals	September 15	SACS2020ALL	47604.33(a)(5), 42100(b)
Prior Year ADA Corrections for Annual and P-2	October 1	PADC	
CBEDS Information Day	October 31	CBEDS-ORA	
Charter School 20-Day Attendance Reports	October 31	20 Day Report	
Audited Financial Statements	December 15	N/A	47605(m), 41020(h)
First Interim Financial Report	December 15	SACS2020ALL	47604.33(a)(3)
Review CALPADS Fall Data	December 20	CALPADS	
P-1 Attendance Reports, Charter Status and Charter Physical Location	January 15	PADC	
Second Interim Financial Report	March 15	SACS2019ALL	47604.33(a)(4)
Auditor Selection Certification	May 1	N/A	
P-2 Attendance Reports	May 1	PADC	

*If the statutory due date occurs on a Saturday, Sunday, or holiday, the reporting deadline has been moved to the following workday, per CDE guidance in accordance with Government Code Sections 6700 and 6707.



Fiscal Oversight Calendar

The dates reflected in the District Fiscal Services Oversight Calendar reflect the deadlines and calendar that the charter school follows. These annual submissions determine and establish an overall annual calendar for fiscal oversight as shown below:



Fiscal Metrics

In addition to review of the state mandated reports, various metrics are utilized for evaluating fiscal condition. District Fiscal Services begin with commonly used metrics and expands to more detailed metrics when the assessed level of risk exceeds low for each individual charter school.

Commonly Evaluated	More Detailed
Compare budget, first interim, second interim and unaudited actuals.	Compare budget with unaudited actuals within the year and against the prior year.
Monitor cash flow to ensure continued positive balances.	Calculate days cash on hand and historical cash burn rate to test for reasonability of projected monthly expenses.
Monitor the use of temporary loans and obtain loan agreements.	Calculate liquidity ratios to insure test fiscal solvency. <i>Automatically calculated for schools in the first three (3) years of operations.</i>
Evaluate audit reports for prior year adjustments, findings, and disclosures.	Prepare a comparison of audit reports and trend analysis.
Trend analysis by object code major ranges.	Trend analysis at an object code level.
Compare P1, P2, and Annual attendance reports to CBEDs data and historical capture rates.	Audit ADA within the charter's attendance program and compare with previously submitted attendance reports to check for reasonability.
Verify 501c3 status.	Review annual 990 tax return and compare to submission of unaudited actuals and audit.

Fiscal Review

In addition to regular, ongoing oversight described in this section, a comprehensive fiscal review may take place as part of the CSU's annual focused review process (described above). In collaboration with RCOE's District Fiscal Services unit, the Charter Schools Unit annually reviews the overall fiscal policies and procedures of a charter school in order to support the school in following best practices. This is conducted through the use of the fiscal review checklist that can be found in [Appendix H](#) (digital link [here](#)). Fiscal support is also provided to all RCBE charter schools on an ongoing basis through Galaxy training, online webinars, reporting assistance and services such as preliminary review of financial reports prior to submission.

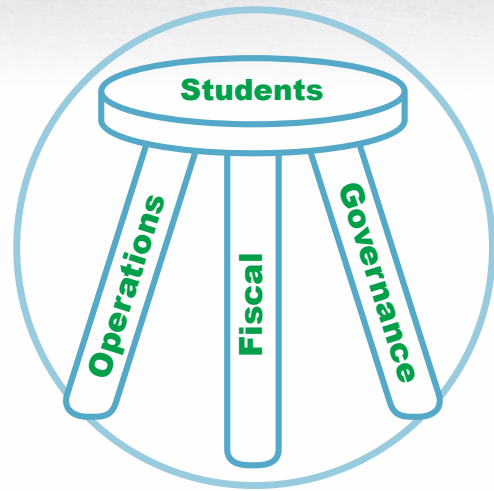


Governance Oversight

The governing body of a charter school plays a critical role in the effectiveness and success of the school. The strength of the school directly correlates to the strength of its board. It is imperative that board directors are student-focused, committed individuals with a broad range of expertise. The ultimate responsibility of the success of the school rests with the board. The key areas of responsibility and oversight include, but not limited to, the following:

- Hiring, Dismissing, Annual Evaluation of the CEO/ Executive Director
- School Management
- Academic Performance
- Fiscal Controls
- Risk Management
- Financial Health
- Facilities
- School Safety
- Effective Bylaws and Board Policies Free of Conflict of Interest
- Adherence to All Applicable Laws
- Board Development

RCOE respects the authority and autonomy of the board. With a student-centered focus, the Charter Schools Unit staff will monitor the board's effectiveness and compliance with the Ralph M. Brown Act, Political Reform Act and Government Code 1090 as set forth in Education Code 47604.1.



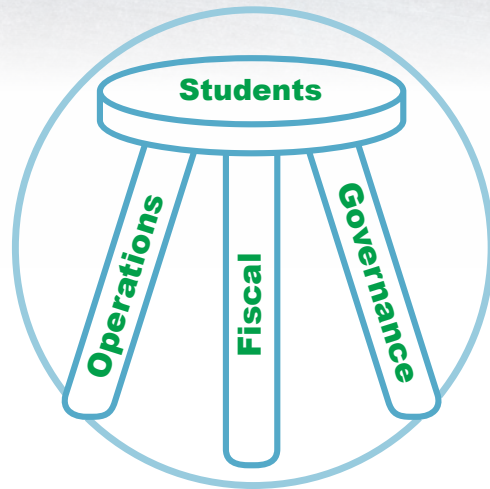
Review and Support

As part of the Riverside County Office of Education annual oversight, the Charter Schools Unit staff reviews the governance structure of charter schools authorized by the Riverside County Board of Education and provides schools with appropriate, differentiated support. Governance oversight follows the focused review process and includes the following elements: organizational management, board capacity and the composition, structure, clarity and meetings. The CSU staff utilize the RCOE Governance Review Checklist to conduct reviews, which can be found in [Appendix H](#) (digital link [here](#)).

Operations Oversight

Facilities

As another aspect of operations, facilities oversight is a critical aspect to monitor. Students, families and staff members are entitled to a safe and healthy working environment. The Charter Schools Unit staff conducts facilities oversight in conjunction with expert staff from the RCOE Facility Services (FS) unit. Staff utilizes the FCMAT Charter School Oversight manual to conduct facility reviews ([Appendix C](#), Area V: Facilities, Maintenance and Operations). The CSU implements the use of Epicenter (further explained below) to monitor and track key components to facilities and safety, such as: emergency safety plan, if applicable, bus safety plan, Certificate of Occupancy, and proper insurance.



Personnel

To the extent that schools’ petitions outlines and statute requires, RCOE oversees and reviews employee qualification and teachers’ credentials of charter staff employed by RCBE-approved charter schools. In close collaboration with the CSU staff, the Credentialing and Certification Services (CSS) Unit conducts personnel reviews of RCBE-approved charter schools. Staff utilize the FCMAT Charter School Oversight manual to conduct personnel reviews ([Appendix C](#), Area VII: Personnel). In addition, the CCS staff acts as a resource to charter schools and are available to answer questions.

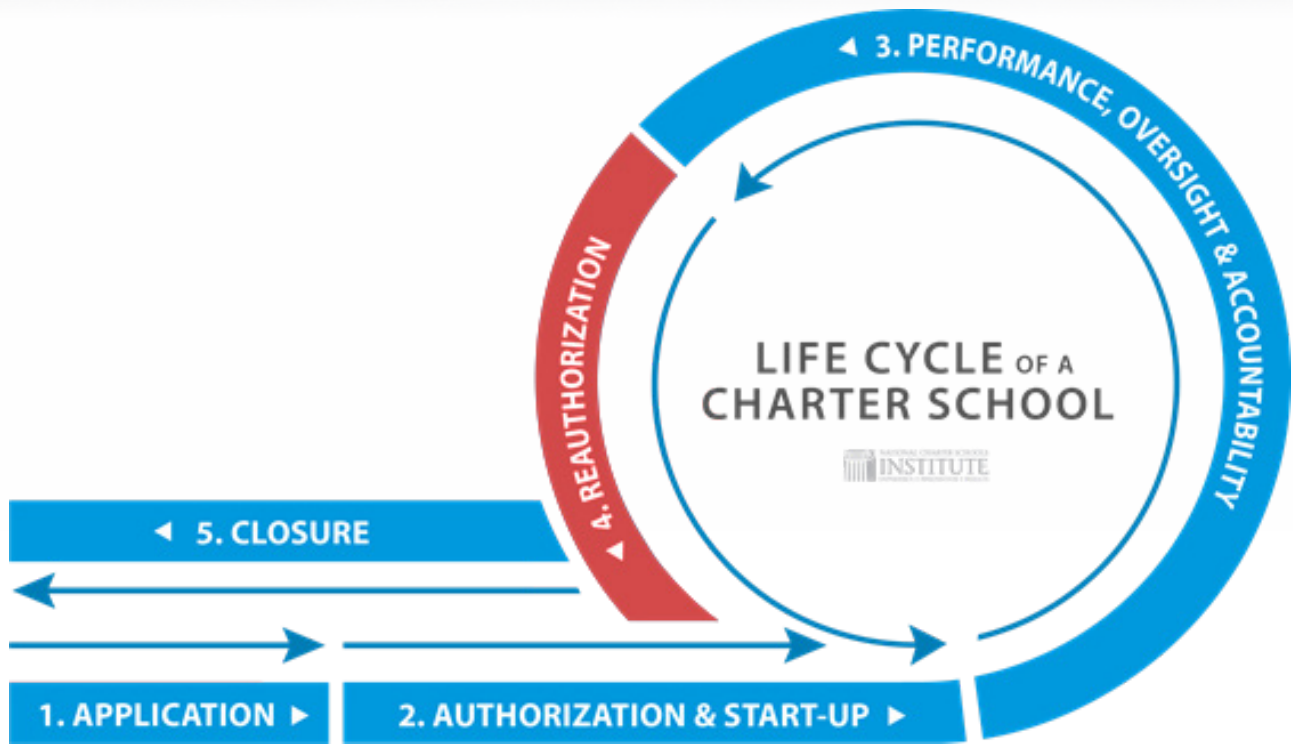
Material Revision

After the Riverside County Board of Education approves the petition, no changes can be made to the petition without prior written notice to the Charter Schools Unit. At times, depending on the proposed changes to the petition, the petition will need RCBE approval prior to the implementation of the proposed changes if they are “material” in nature. This process is called a “material revision.” EDC 47607 (a)(3) states specifically that the expansion of additional sites or grade levels shall require a material revision, but other changes could be deemed material as well. A material revision may take place during the renewal process, but requires two separate RCBE actions. If a material revision is requested outside of the renewal process, the material revision process shall follow the same

petition review process and timeline outlined in the Petition Review Process flow chart. As an additional requirement, material revisions must include any new legal updates since the petition was last approved by the RCBE. For a material revision, the impact analysis under EDC 47605(c)(7) and (c) shall be limited to consideration only of the impact of the proposed material revision.

“Technical” or minor changes to the petition may take place during the renewal process with the involvement of staff. Petitioners are encouraged to work closely with the CSU to ensure that the process, timelines, and expectations are clearly understood.

Renewal

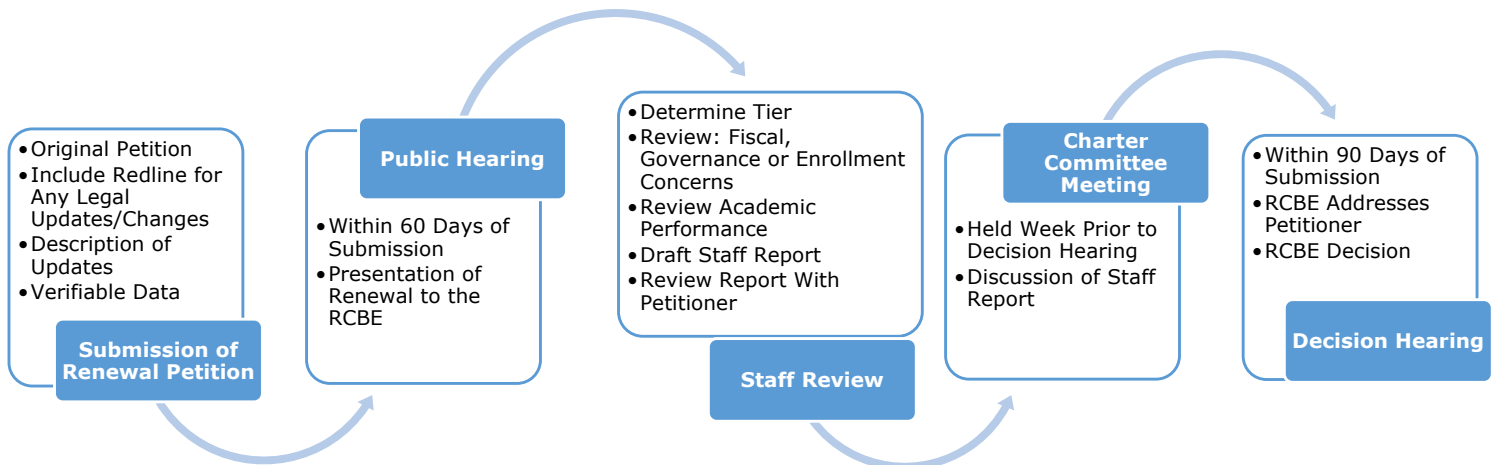


Renewal Petition

The RCOE is responsible for processing the renewal of petitions authorized by the Riverside County Board of Education. Each charter school renewal petition review is guided by a three-tier renewal system, with the exception of any charter school that is eligible

for alternate methods for calculating the state and local indicators and, therefore, receive Dashboard Alternative School Status (DASS). (EDC 47607 and EDC 47607.2)

Renewal Process



Submission of Renewal Petition

A petition for a Charter School Renewal must be submitted to RCOE prior to the end of its current term. Although not a legal timeline, it is preferable for renewal petitions to be submitted prior to January 1, during the last school year of the current charter petition term. This will allow for sufficient time, as the RCBE will provide a decision on the charter renewal petition no later than 90 days from the date of submission. Petitioners should include the following as part of the charter renewal petition:

- A copy of the ORIGINAL charter petition as approved by the RCBE.
- A description of any new legal requirements included in the renewal petition.
- All updated legal requirements should be reflected in the petition by the strikeout of outdated language and visually highlighting new language.
- A description of the school's verifiable data showing progress over the term of the charter petition.

Public Hearing

The RCBE will hold a public hearing within 60 days of the submission of the renewal petition. The petitioner will be granted an opportunity to provide the RCBE an overview of progress made during the petition term. With the understanding that academic performance is the most important factor in determining whether to grant a renewal, it is highly recommended the school utilize a broad range of data and information to highlight the academic growth of students, especially student groups that are identified as "at-risk" or where historical achievement gaps exist (i.e., EL, SPED or low SES). The school will have to present the renewal to the Board. CSU staff will help organize and logistically support the petitioner prior to and during the public hearing (i.e., process and make available the presentation of the petitioner).

Staff Review

Determining Renewal Tier Eligibility:

The first step in reviewing a charter renewal petition (with the exception of DASS qualified schools) is to determine the school's Renewal Tier Qualification/Eligibility based on a three-tier system. Each school qualifies for either the high, middle, or low tier based on the California Dashboard Indicators. Once determined, the performance of a school is evaluated based on its qualified tier.

Evaluation of School Performance:

Schools that qualified for the middle or low tiers and all DASS qualified schools will be evaluated based on the academic performance of a school as detailed in EDC 47607(c). Reviews are holistic and comprehensive in nature. The goal is to identify the school and students' progress during the course of its term and specifically at the performance data two years prior to the last year of the renewal of the school [EDC 47607 (c)(2)(A)].

In addition to state and local indicators, DASS schools will be reviewed based on "performance on alternative metrics applicable to the charter school based on the pupil population served" [EDC 47607(c)(7)]. A meeting will be held between the CSU and school leadership within the first year of the new term of a school to discuss and mutually agree upon the alternative metrics the school will use for the new renewal term. Within 30 days of this meeting, the CSU will finalize and provide the school the specific metrics that will be used to measure school and student performance [EDC 47607(c)(7)].

New Legal Requirements:

Each charter renewal petition will be reviewed by RCOE staff for updates to the petition which are required to include a reasonably comprehensive description of any new legal requirement of charter schools after the charter was originally granted or last renewed and as necessary to reflect the current program.

Additional Findings Requiring Due Process:

Any school that has been afforded due process to correct a notice of violation due to substantial fiscal or governance factors or for not serving all pupils who wish to attend, shall be reviewed to ensure the corrective action proposed by the charter school has been successful. For any school that has not successfully corrected violations after being provided 30 days' notice and provided reasonable opportunity to cure the violation, or for violations sufficiently severe and pervasive enough as to render corrective action to be unviable, RCOE may consider this a finding of fact regardless of the tier for which the school qualifies for renewal.

Charter Petition Renewal Criteria				
3-Tier System				DASS Qualified
	High Tier	Low Tier	Middle Tier	Dashboard Alternative School Status
Renewal Term	5-7 Years	0-2 Years	5 Years	No Legal Requirement
All Students/Schoolwide				Performance on state and local indicators on the Dashboard shall be considered. Performance on ALTERNATIVE METRICS applicable to the pupil population served shall be considered. Denial must support the closure of the school being in the best interest of the pupil.
Qualifying Criteria	Has 2+ State Indicators "Schoolwide" Across 2 Years	Has 2+ State Indicators "Schoolwide" Across 2 Years		
Evaluation Criteria	Schoolwide Must be BLUE/GREEN on ALL State Indicators	Schoolwide Must be ORANGE/RED on ALL State Indicators		
OR				
Achievement Gap/Schoolwide & Underperforming Student Groups				
Qualifying Criteria	Has 2+ State ACADEMIC Indicators for AT LEAST 2 Student Groups Across 2 Years*	Has 2+ State ACADEMIC Indicators for AT LEAST 2 Student Groups Across 2 Years*	Although performance on ALL state and local indicators shall be considered, SCHOOLWIDE and STUDENT GROUP performance on ACADEMIC INDICATORS shall be more heavily weighted.	
Evaluation Criteria	Schoolwide Must be SAME or BETTER color Than State Average on ACADEMIC INDICATORS	Schoolwide Must be SAME or WORSE color Than State Average on ACADEMIC INDICATORS		
	AND	AND		
	Majority of Underperforming Student Groups Must be BETTER (Color) on ACADEMIC Indicators Than State Average	Majority of Underperforming Student Groups Must be WORSE (Color) on ACADEMIC Indicators Than State Average		
Other Considerations	Not qualified if in Differentiated Assistance.	Schools may provide verified data** to show success on academic achievement or postsecondary outcomes if evidence cannot be determined by state indicators.		
	A renewal may be denied to ANY school for any of the following:			
	> The school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors.			
	> The school is not serving all pupils who wish to attend, as documented in the school's aggregate data reflecting pupil enrollment patterns.			

*Required to be the two consecutive years immediately preceding the renewal decision

** Data is required to be derived from nationally recognized, valid, peer-reviewed and reliable sources which are externally produced until the time at which the State Board of Education establishes criteria to further define "verified data" and identifies an approved list of valid and reliable assessments that shall be used for this purpose. [EC 47607.2 (c)(1)-(2)]

Internal Review Team Meeting

Upon thorough analysis of the petition, the RCOE multi-disciplinary team collaborates to assess potential findings and discuss any questions and, or concerns. The CSU staff develops a draft staff report outlining the review process, the applicable legal standards and criteria, and possible legal findings based on RCOE multi-disciplinary team review and analysis, petitioner's Capacity Interview (as necessary), Public Hearing, and legal counsel review. The draft staff report is reviewed and discussed by the RCOE administrative staff.

Ongoing Collaboration and Communication With Petitioner

Unlike a new petition review, no capacity interviews take place with renewal petitions. Instead, the CSU staff and petitioner closely collaborate throughout the process and address questions as they arise. Staff may request formal meetings in order to best understand and address any questions or concerns.

Review of Draft Staff Report With Petitioner

Prior to finalizing the staff report, the director of the CSU and RCOE administrative staff will hold a meeting with the petitioner to review the draft Staff Report. The purpose of this meeting is ensure that the report is factually accurate and to address any questions posed by the petitioner prior to the public posting of the report. The contents of the report may or may not be modified based on information shared during the meeting.

Posting of the Staff Report

At least fifteen (15) days prior to the public hearing at which the RCBE will either grant or deny the charter renewal, the staff report, including any findings regarding the petition, if applicable, will be published on the RCOE webpage in accordance with EDC 47605(b).

Charter Schools Committee Meeting

The RCBE Charter Schools Committee consists of three RCBE board members that meet and discuss matters pertaining to RCBE-approved charter schools. The Charter Schools Committee will review the RCOE Staff Report of the proposed charter renewal prior to the RCBE meeting in which the petition will be decided upon. The purpose of this meeting is for committee members to gather information to share out with the whole Board during the decision hearing/board meeting. RCOE staff and the petitioner are present to answer questions.

RCBE Decision Hearing

Within 90 days of the submission of the petition, the RCBE will hold a public hearing at which the board either grants or denies the charter renewal. The petitioner is provided equivalent time and procedures to present evidence and testimony to respond to the staff findings in accordance of EDC 47605(b). If applicable on an appeal, district staff will have a set amount of time to address the RCBE as well.

Epicenter

As part of our oversight duties, the Riverside County Office of Education's CSU staff utilizes [Epicenter](#), a web-based workflow and compliance tool for authorizers and schools. It provides a single place to keep records and track activities to streamline the compliance process. Epicenter allows both the charter schools and their authorizers to store, share, and access documents remotely, making the oversight of charter schools more efficient. Epicenter also functions as a document retention system.

Each month charters are asked to upload a variety of submission types, including:

Submission Type	Recommendations for Collection	Due Date
20-day Attendance Report	HR	October 21
50 (c) (3) Tax-Exempt Status	BP	At School Approval
Academic Calendar	BP	August 1
Admission, Enrollment and Exit Procedures	BP	February 1
Annual Apportionment	R	July 7
Articles of Incorporation	HR	At Start Up
Board Meeting Agenda	BP	72 Hours Before the Regular Meeting; 24 Hours for Special Meeting
Board Minutes	BP	45 Days After Meeting Occurs
Board Training	BP	September 30
Building Permits	AI	Prior to Occupancy
Bylaws	HR	September 30
Certificate of Occupancy	R	Prior to Occupancy
Complaint and/or Internal Dispute Resolution Policy	HR	September 30
Conflict of Interest Policy	HR	September 30
Daily Bell Schedule	BP	August 1
Disclosure of Claims/Litigation	HR	Within 15 Days
Employee Handbook	BP	February 1
EL Policy	HR	September 1
Facilities Lease Agreement	HR	August 1
Facilities Inspection	HR	Prior to Occupancy
Fire Marshal Inspection	HR	September 1 (or Based on FM Scheduled)
Health and Safety Policy	BP	September 1
Independent Auditor Selection	HR	March 27
LCAP	R	July 1
Monthly Enrollment/Attendance	BP	15 Days After End of Month
MOU		
Organizational Chart	BP	August 1
Proof of Insurance	HR	July 1
School Contacts	HR	August 1
School Safety and Emergency Plan	HR	September 30
Staff List with Credentials	HP	January 9
Student Family Handbook	BP	September 30

Admissions and Enrollment Policies

Although California charter schools are free to develop their own policies and procedures, the CSU staff will provide oversight to ensure that student admission and enrollment policies are consistent with both state and federal charter laws, including but not limited to:

- California Charter Schools Act (CCSA).
- Every Student Succeeds Act (ESSA).
- Civil rights legislation, federal statutes prohibiting discrimination on the basis of race, color, national origin, sex, disability and age.
- Policies adopted by your authorizer.
- Policies and practices set forth in your charter.

The California Charter Schools Act of 1992 requires the following regarding admissions and enrollment:

- The Act requires charter schools to admit all pupils who wish to attend and who are residents of California [EDC 47605(d)].
- Charter schools may not discriminate against any pupil on the basis of certain characteristics, including disability, gender, nationality, race or ethnicity, religion, or sexual orientation [EDC 220].
- Charter school petitions must include a reasonably comprehensive description of the admissions policies and procedures for the charter school. They must also address “the means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils” (including redesignated fluent English proficient pupils) that is “reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted” [EDC 47605 (c)(5)(G),(H)].
- If applications for admission exceed the targeted enrollment for the school or grade, the Act requires schools to initiate a “public random drawing,” or lottery [EDC 47605(e)(2)(B)].

The Act requires charters schools to provide preferences for the following students:

- Students currently attending the charter school.
- Students who reside in the district in which the school is authorized.
- Students who reside within the former attendance area of a charter school that was converted from an existing public school EDC 47605(e).

*Note that the Charter Schools Act does not define the term “preference.” While the Federal Charter Schools Program Non-Regulatory Guidance distinguishes between weighted lotteries, separate lotteries and lottery exemptions, California law is silent as to the mechanics of how lottery “preferences” may be implemented. Subject to the restrictions of the federal Charter Schools Program Non-Regulatory Guidance discussed below, preferences in California could be provided as exemptions or statistical advantages in a weighted lottery.

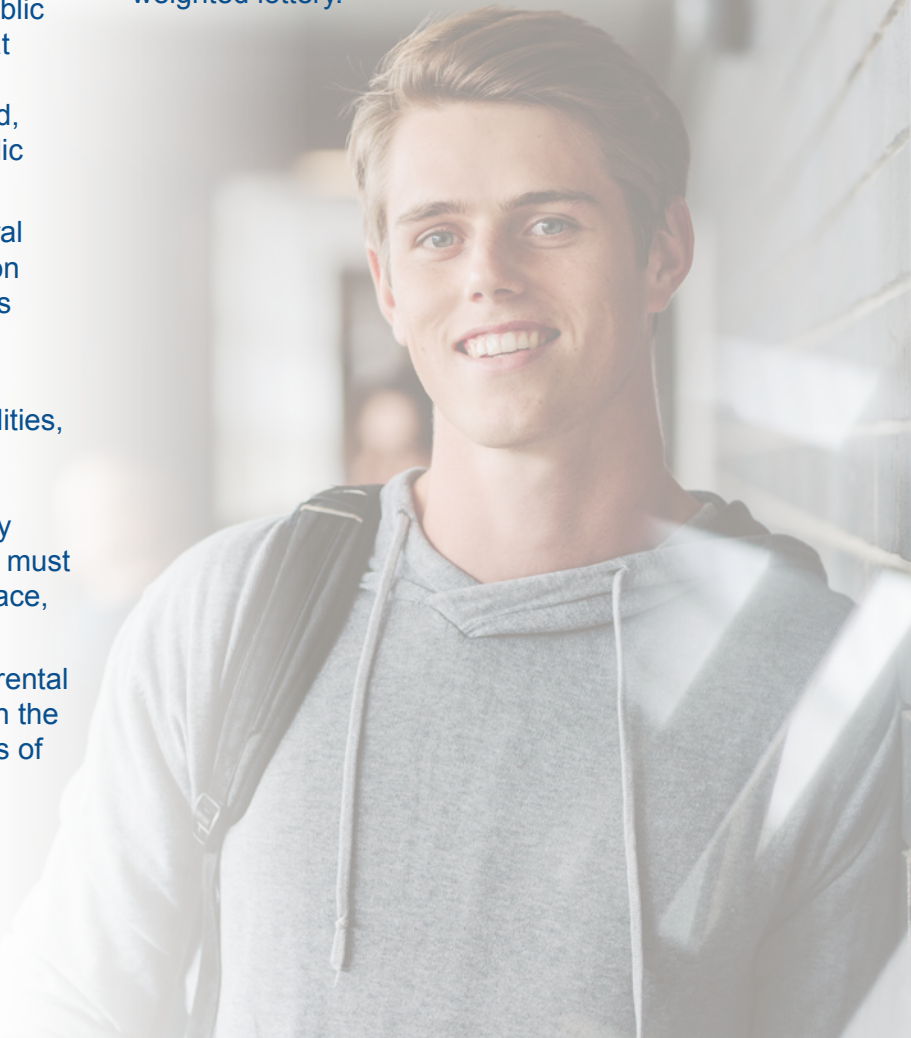
The Act expressly permits, but does not require, charter schools to extend the following additional preferences:

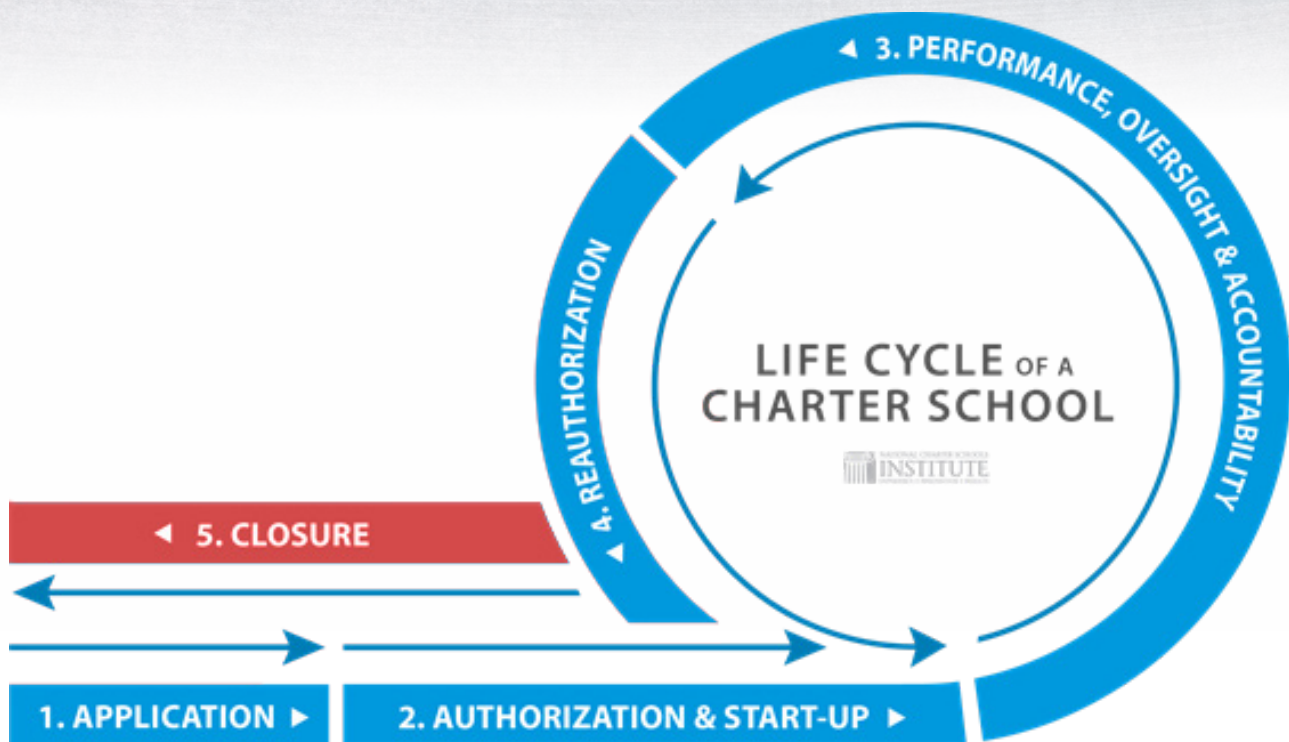
- Siblings of pupils admitted or attending the charter school.
- Children of the charter school's teachers, staff, and founders identified in the initial charter.
- Charter schools located in the attendance area of a public elementary school in which 50% or more of the pupils are eligible for free or reduced price meals may give a preference in admissions to pupils who are currently enrolled in that public school and to pupils who reside in the public school attendance area where the charter school is located. [EDC 47605.3]
- Other preferences, so long as they are permitted by the chartering authority on an individual school basis and are consistent with the following:
 - » Preferences must be approved by the charter authorizer at a public hearing. (While the law requires admissions preferences to be approved by the charter authorizer at a public hearing, it does not specifically require that this be done at the same meeting in which the charter petition is approved or renewed, and thus could be done at a separate public meeting after approval of the petition).
 - » Preferences must be consistent with federal law, the California Constitution, and Section 200 of the Education Code, which prohibits discrimination.
 - » Preferences must not result in limiting enrollment access for students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, economically disadvantaged students, foster youth, and must not limit enrollment based on nationality, race, ethnicity, or sexual orientation.
 - » Preferences cannot require mandatory parental volunteer hours for continued enrollment in the charter school, consistent with the requires of EDC 49011 and 47605(e)(2)(B)(iv).

In addition, charter schools applying for funding under the **Charter School Facility Grant** program must provide certain admissions preferences in order to be eligible for the grant [EDC 47614.5].

State law permits the priority order for any preferences to be determined in the charter petition EDC 47605(d) (2)(B).

*Note that the Charter Schools Act does not define the term “preference.” While the Federal Charter Schools Program Non-Regulatory Guidance distinguishes between weighted lotteries, separate lotteries and lottery exemptions, California law is silent as to the mechanics of how lottery “preferences” may be implemented. Subject to the restrictions of the federal Charter Schools Program Non-Regulatory Guidance discussed below, preferences in California could be provided as exemptions or statistical advantages in a weighted lottery.





Closure

A charter school may close voluntarily, through non-renewal, or through revocation. California charter law requires that closure procedures are described in detail in the charter petition, designating the responsibilities of the authorizing entity and charter school before the charter school begins operation. In addition, the RCOE MOU outlines detailed closure procedures that are to be followed. These procedures must designate a responsible entity to conduct closure activities and identify how these activities will be funded. These procedures are guided by EDC sections 47604.32, 47605, 47605.6 and 47607 as well as Title 5, California Code of Regulation (“CCR”) sections 11962 and 11962.1. The RCOE staff works with and provides support to any charter school authorized by the Riverside County Board of Education during closure procedures.

Documentation and Notifications

The RCOE provides notice to the CDE via e-mail to CHARTERRENEWALS@cde.ca.gov upon closure of any charter school authorized by the RCBE for any reason. In addition, the revocation or non-renewal of a charter school is documented by an official action of the RCBE.

As part of its closure plan, schools authorized by the RCBE are required to provide notification of closure to the following per five (5) CCR Section 11962:

- Parents or guardians of students.
- The Riverside County Board of Education.
- The Special Education Local Plan Area (SELPA) in which the school participates.
- The retirement systems in which the school’s employees participate.
- The CDE (within 10 calendar days of official action by the RCBE) and must include the following:
 - » Effective date and circumstances of the closure.
- Name(s) and contact information for the person(s) handling inquiries regarding the closure.
 - » Location of student and personnel records.
 - » Projected submission date (to CDE) of a completed independent final audit (required within six (6) months after closure).

Retention and Transfer of Records

The following plan for retention and transfer of records must be included and implemented upon closure for any reason:

- Transfer and maintenance of any and all personnel records in accordance with applicable law, including but not limited to records related to performance and grievance.
- Provision of a list of students in each grade level and the classes they have completed to the entity conducting closure.
- Transfer and maintenance of all student records, state assessment results, and any special education records to the custody of the entity responsible for conducting the closure.
- The charter petition should include a process for student record transfer to the home district of each student, other school to which the student will transfer, or responsible entity designated to conduct closure activities.

Financial Close-Out

Filing of Annual Reports:

Charter school closure procedures must include a plan for completion and filing of any annual reports as required per EDC 47604.33 in addition to the close-out audit and submitted to the Riverside County Office of Education on behalf of the Riverside County Superintendent of Schools. Submissions should include the following:

- Preliminary budget for a charter school in its first year of operation on or before July 1.
- Local Control and Accountability Plan and annual updates due on or before July 1.
- Interim financial report reflecting changes through October 31 due on or before December 15.
- Second interim financial report reflecting changes through January 31 due on or before March 15.
- Final unaudited report for the full prior year due on or before September 15.

Close-out Audit:

Charter school closure procedures must ensure the completion of an independent final audit within six months after the closure to the Riverside County Office of Education on behalf of the Riverside County Superintendent of Schools and should include each of the following:

- An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
- An accounting of all liabilities which may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
- An assessment of the disposition of any restricted funds received by or due to the charter school.
- The close-out audit [5 CCR Section 11962] may be included with the school's annual audit [EDC] 41020] provided it meets all legal requirements. If completed separately, the annual audit must also be submitted to the Riverside County Office of Education on behalf of the Riverside County Superintendent of Schools.

Disposition of Liabilities and Assets:

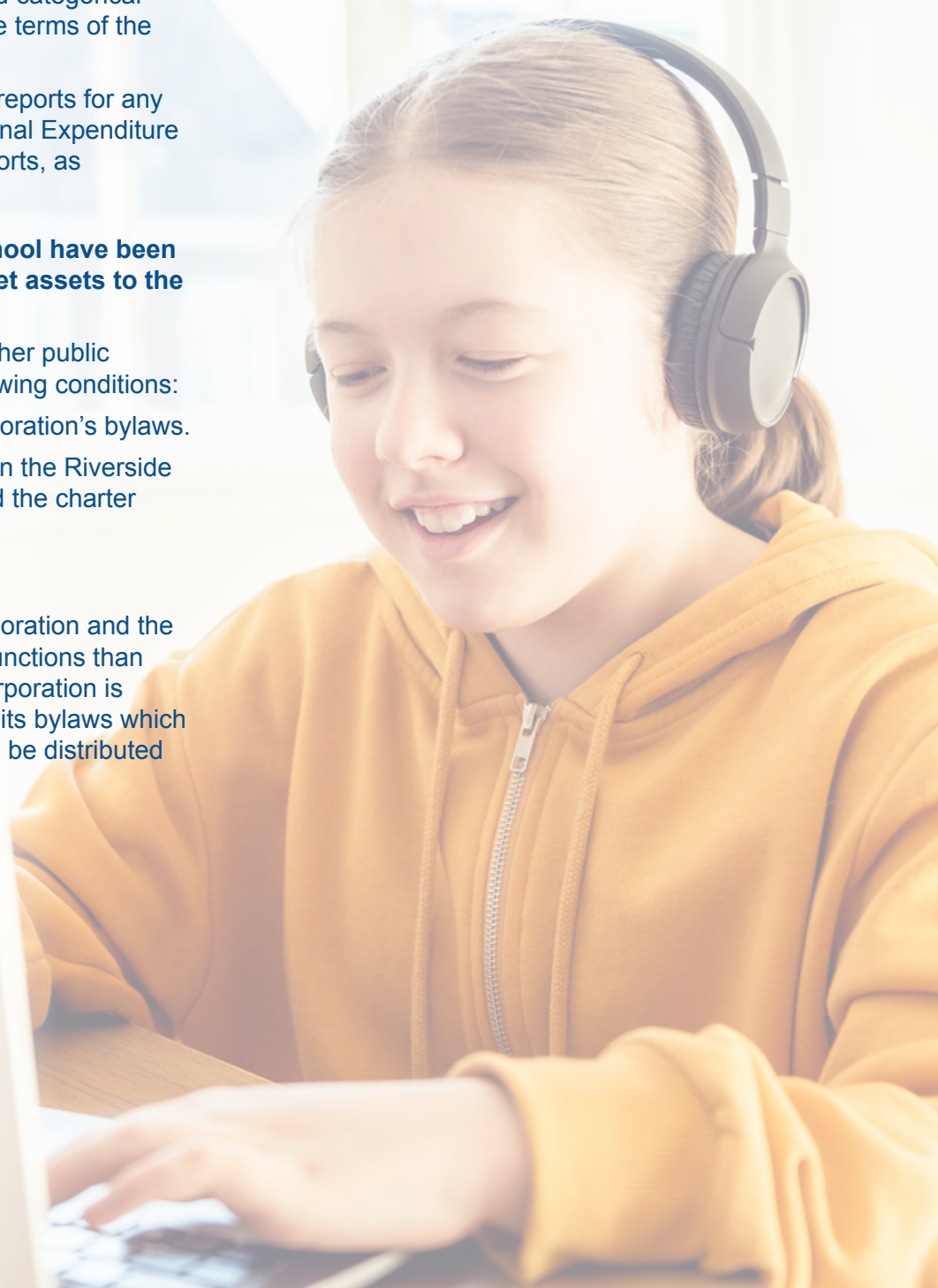
The close-out audit must determine the disposition of all liabilities of the charter school, and closure procedures must ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to the following:

- The return of any donated materials and property according to any conditions set when the donations were accepted.
- The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
- The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Once all liabilities of the charter school have been paid, the school may transfer any net assets to the following:

- Another public agency, such as another public charter school under one of the following conditions:
 - » If it is accordance with the corporation's bylaws.
 - » Through an agreement between the Riverside County Board of Education and the charter school.
- The authorizing entity.

If the charter school is a nonprofit corporation and the corporation does not have any other functions than operation of the charter school, the corporation is expected to be dissolved according to its bylaws which should also address how assets are to be distributed at the closure of the corporation.



Appendices

Appendix A: RCOE Oversight Team

Staff Member	Responsibility	Contact information
Dr. Corey Loomis, Director, Charter Schools Unit	Primary contact for all charter school matters within the county (RCBE-approved or district-approved); oversees all aspects of authorizing RCBE-approved charters, outside of finances (DFS responsibility); guides and directs the work internally and engages the RCBE; collaborates and supports oversight practices with the Facility Services, District Fiscal Services and Credential Services units.	E-mail: cloomis@rcoe.us Office: (951) 826-6685
Dr. Susan Smith, Administrator, Charter Schools Unit	Supports the work of the director; oversees the Epicenter system; collaborates closely with the coordinator on all site visits, program reviews, and LCAP reviews.	E-mail: sbsmith@rcoe.us Office: (951) 249-8861
Ms. Kelly Inouye, Coordinator, Charter Schools Unit	Supports the work of the director; collaborates closely with the administrator on all site visits, program reviews, and LCAP reviews; oversees the charter webpage.	E-mail: kinouye@rcoe.us Office: (951) 826-6241
Ms. Michelle Sherratt, Administrator's Secretary, Charter Schools Unit	Supports the work of the director and the CSU; coordinates internal and external communication on charter school matters; processes and maintains charter school data and information.	E-mail: msherratt@rcoe.us Office: (951) 826-6253
Ms. Bethany Figueroa, Administrator, District Fiscal Services	Directly oversees all fiscal matters pertaining to all RCBE-approved charter schools; closely collaborates with the CSU.	E-mail: bfigueroa@rcoe.us Office: (951) 826-6705
Cheryl Reynolds-Young, Administrator, Credentialing and Certification	Oversees personnel and credentialing matters pertaining to all RCBE-approved charter schools; closely collaborates with the CSU.	E-mail: creynoldsyoun@rcoe.us Office: (951) 826-6386
Jessica Mears, Coordinator, Facilities Planning and Construction	Oversees facility matters pertaining to all RCBE-approved charter schools; closely collaborates with the CSU.	E-mail: jmears@rcoe.us Office: (951) 826-6516

Appendix B: Charter School Laws

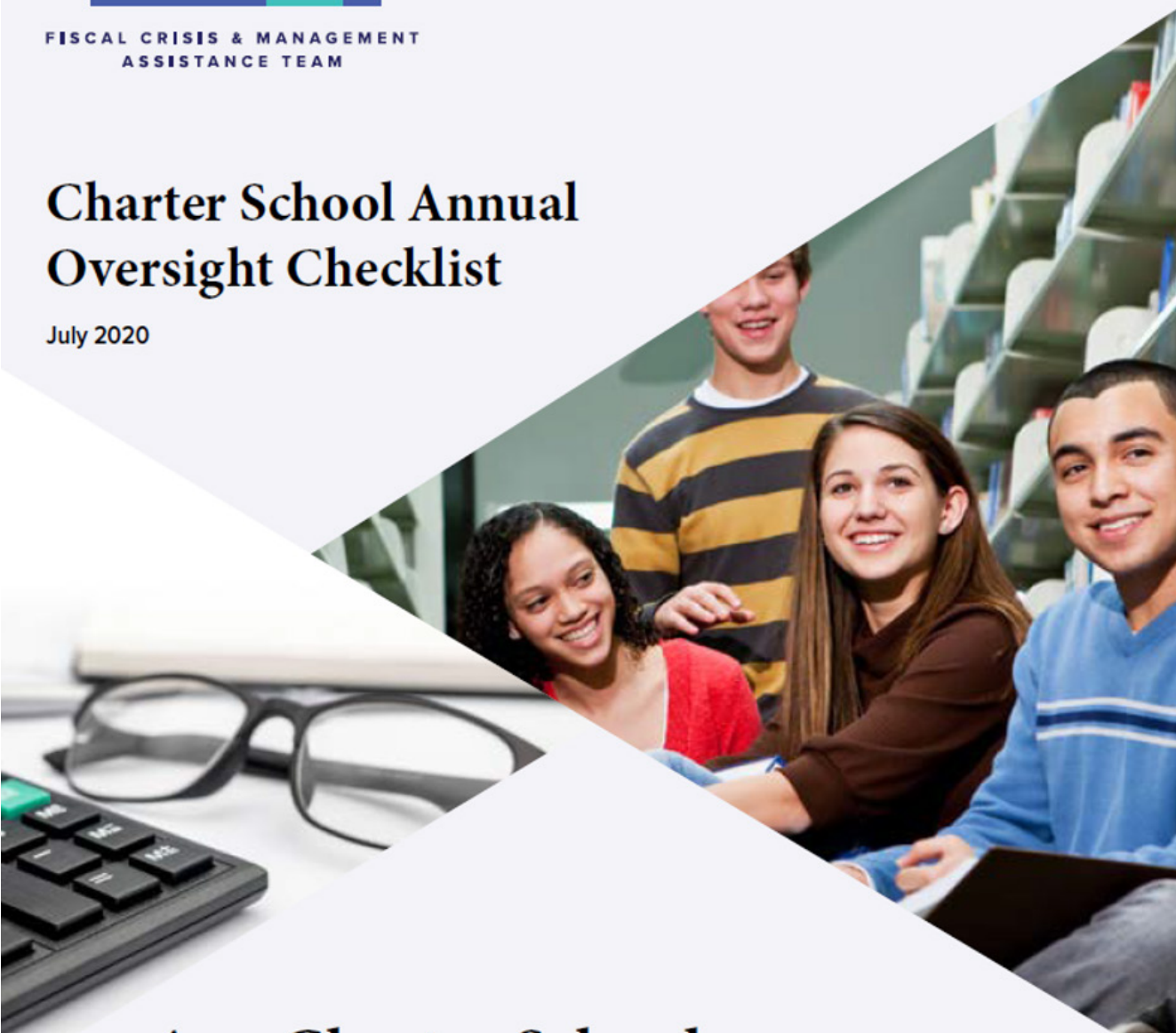
Statute:	Topic:
EDC 47600-47663	Charter Schools
EDC 47604	Nonprofit Corporation Status/Liability
EDC 47604.1	Brown Act, Open Meeting Act, Public Records Act, Political Reform Act
EDC 47604.3	Response to Inquiries by Chartering Authority
EDC 47604.4	Authority of the County Superintendent to Investigate Any Charter School in the County
EDC 47604.32	Supervisory Oversight Duties
EDC 47604.33	Financial Reporting
EDC 47605	Petition Requirements
EDC 47605.1	Geographic Location
EDC 47605.5	County Program Petition
EDC 47605.6	Countywide Petition
EDC 47607	Petition Renewals
EDC 47607.2	Lower Tier Renewal Criteria
EDC 47607.3	Technical Assistance
EDC 47607.5	Appeal of a Denial Renewal
EDC 47613	Oversight Fees
EDC 47614	Facilities (Prop 39)
EDC 47641	SPED LEA
EDC 47651	Direct/Indirect Funding

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

Charter School Annual Oversight Checklist

July 2020



Any Charter School

Michael H. Fine
Chief Executive Officer



RIVERSIDE COUNTY OFFICE OF EDUCATION

Memorandum of Understanding

Between Riverside County Office of Education

And

Effective July, 20__ through June 30, 20__

Appendix F: RCOE Petition Review Rubric

Riverside County Office of Education CHARTER SCHOOL PETITION REVIEW RUBRIC (Initial)

Petition Information	Petition Information and Timelines		
Name of Proposed Charter School:	Select petition type: <input type="checkbox"/> On appeal <input type="checkbox"/> County <input type="checkbox"/> Countywide <i>For initial petition on appeal:</i> The District that denied the petition:		
Name of Lead Petitioner:			
Position of Lead Petitioner:	Check that both of the following have been completed at the time of submission to the Riverside County Office of Education: <input type="checkbox"/> The submitted petition is unchanged from the original submitted to the district <input type="checkbox"/> In conjunction with this submission, the denying district has received a copy of this appeal petition		
Phone Number:	Petition Submitted Date:	Public Hearing Date Due:	Board Decision <i>(90 days from submission may be extended 30 days if mutually agreed)</i> Date Due:
Email Address:			
Address:	Was an extension requested? <input type="checkbox"/> YES <input type="checkbox"/> NO	Date Held:	Date of Board Decision:

Educational Program	
Grade Level(s):	
Program Type:	<input type="checkbox"/> Seat-based <input type="checkbox"/> Independent Study <input type="checkbox"/> Blended
Alternative Education:	<input type="checkbox"/> YES <input type="checkbox"/> NO

Community Interest in Proposed Charter School	
Signature Requirement Met:	<input type="checkbox"/> YES <input type="checkbox"/> NO
Signatures provided by:	<input type="checkbox"/> Parents/ Legal Guardians <input type="checkbox"/> Meaningfully Interested Teachers
Verification of Signatures: <i>(All of the following will be verified during the petition review process)</i>	<input type="checkbox"/> Number of signatures meets the minimum requirement <input type="checkbox"/> Signatures provided represent meaningfully interested parties <input type="checkbox"/> Signatures represent appropriately qualified teachers or appropriately-aged students

Facility Information	
Facilities have been secured:	<input type="checkbox"/> YES <input type="checkbox"/> NO
If YES, Proposed Facility Address:	<div style="display: flex; justify-content: space-between;"> Street City State Zip Code </div>
If NO, Facilities Being Considered:	<div style="display: flex; justify-content: space-between;"> Street City State Zip Code </div>
	<div style="display: flex; justify-content: space-between;"> Street City State Zip Code </div>

SELPA Information	
Has the Charter School applied for or been approved as a member of a SELPA?	<input type="checkbox"/> YES Name of SELPA: <input type="checkbox"/> NO <i>(If NO, plan for SELPA membership must be included in petition.)</i>

Affiliated Schools/Prior Charter School Experience	
Any past or current operational charter schools affiliated with proposed charter school or	<input type="checkbox"/> YES <input type="checkbox"/> NO
Name of School:	
Mailing Address:	<div style="display: flex; justify-content: space-between;"> Street City State Zip Code </div>
Name of Authorizing Agency:	
Authorizer Contact Information:	<div style="display: flex; justify-content: space-between;"> Name Phone email </div>

Related Business Organizations and Other Corporate Affiliations

Appendix G: Comprehensive Start-Up List

Riverside County Office of Education

School: _____


New Charter School

Date: _____

Start-up Checklist

Item	Deliverables	Satisfactorily Completed?	Date Completed	Comments
Facilities and Fixtures				
Signed lease agreement.	Upload signed lease agreement to Epicenter.			
Fire inspection.	Upload the fire inspection to Epicenter.			
Appropriate levels of insurance.	Upload proof of insurance to Epicenter.			
RCOE pre-opening facilities inspection.	RCOE Facilities Services staff will conduct an inspection of the facilities prior to students starting.			
Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.	Inspection at time of Prior Action Visit.			
Space is accessible to all students (including handicapped students), clean, and well lit.	Inspection at time of Prior Action Visit.			
School has adequate food storage, heaters and coolers in kitchen area.	Inspection at time of Prior Action Visit.			
If building is not required to be handicap accessible, procedures for reasonable accommodation of such persons are in place.	Procedures for reasonable accommodation of handicapped persons.			
A certificate of occupancy (or equivalent) is on file, as well as any other appropriate certificates of inspection or permits.	Copy of certificate of occupancy and other appropriate certificates of inspection or permits submitted to EPICENTER.			
Certificates of insurance are on file, meeting at least the minimum levels required by the Charter Schools Act and including a provision to provide notice to RCOE of any material change, non-renewal or termination of policy.	Copy of certificate of insurance or insurance policy or binder submitted to EPICENTER.			
Space is safe and secure; entrance and egress from the school's space is adequately controlled.	Inspection at time of Prior Action Visit.			
Sign for the School is evident.	Inspection at time of Prior Action Visit.			
Copies of school safety and evacuation plans are posted in each classroom.	Inspection at time of Prior Action Visit.			
State and Federal Employment Posters are posted appropriately.	Inspection at time of Prior Action Visit.			
Locked storage is present for student academic, attendance, discipline, and testing records.	Inspection at time of Prior Action Visit.			
Locked storage is present for student health records.	Inspection at time of Prior Action Visit.			
Fire extinguishers have been recently inspected.	Inspection at time of Prior Action Visit.			

Appendix H: Focused Visit Review Checklists

 <div style="text-align: center;"> Riverside County Office of Education Charter Schools Unit ELD Program Elements Checklist (School Name) </div>			
The school leader has a clear understanding of the following ELD Program components at their school site:	Met	Not Met	Not Applicable
Student Information			
Number of English learners enrolled at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protocol for the access of student information by school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identification and Assessment			
Process for Identifying English learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedure for initial and summative assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reclassification procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring R-FEP students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Development			
Designated instruction (who, when, where).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designated instruction - curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Designated instruction - standards planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to the Core Curriculum			
Schoolwide expectations for integrated instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific instructional strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parental Involvement			
Parents as part of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents included in decision-making for English learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development			
Professional development opportunities provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional development opportunities planned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback and support for teachers on targeted instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			



**Riverside County Office of Education
Charter Schools Unit
Facilities Review Checklist
(School Name)**

Facilities' Adequacy to Meet Educational Program Requirements	Met	Not Met	Not Applicable
A designated position is responsible for overseeing facilities maintenance and operations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a custodial schedule that indicates appropriate and timely attention to providing students with a clean and safe learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms, grounds, and other facilities are clean and maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All facilities in which the charter school is housed meet federal requirements for school facilities, including those in the Americans with Disabilities Act (ADA).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school conducts regular inspections of the facilities and has developed a management plan in accordance with the Asbestos Hazard Emergency Response Act (AHERA).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a process for providing routine maintenance to ensure that charter school facilities, including playgrounds, remain in good condition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If facilities are not in good condition or need maintenance, there is a schedule for making needed improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school's facilities have been modified during the past year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school's facilities are adequate for the number of students and types of programs assigned to each site, and are located in an area properly zoned for operation of a school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school has either a Certificate of Occupancy or a Conditional Use Permit for each site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school's facilities are free from mold and other hazardous substances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the charter school plans to modernize or add facilities to its existing site, it has notified the authorizer of any material changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school plans to add a new site or may occupy a new or different facility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school has requested facilities pursuant to Proposition 39 and the district has responded as required by law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school has received funding under the Charter School Facilities Incentive Grant for the purchase, renovation, or lease of facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school is able to pay back any funds it has borrowed from the Charter School Revolving Loan Fund through the California School Finance Authority (CSFA) to improve facilities, in accordance with EC 42365.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school maintains adequate insurance coverage, including liability insurance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school uses a staffing formula or formulas to guide its custodial, grounds, and other facilities staffing and ensure they are sufficient at each location.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Riverside County Office of Education
Charter Schools Unit
Fiscal Oversight
(School Name)**

The fiscal and business operations demonstrate compliance in the following activities:	Met	Not Met	Not Applicable
Internal controls			
Does the school have comprehensive board policies and administrative regulations that provide rules and regulations for school governance and operations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the school have a detailed, comprehensive charter school accounting policies and procedures manual?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the business office taken immediate action to correct annual audit findings? Are the schools involved in developing action plans to ensure that the findings do not recur?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there at least three governing board members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the charter school's budget have detailed budget notes and assumptions that include calculations, references, and other measures of how each budget line item amount was determined?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are staff who are responsible for monitoring budget versus actual financial reporting doing so regularly and informing managers in a timely manner of any variances of concern?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are financial reports and other governmental filings, such as tax and information returns, tracked and submitted by the required due dates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the charter school have a conflict of interest code pursuant to the Political Reform Act and Government Code section 87100 and Corporations Code section 5233 for nonprofit organizations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a policy prohibiting nepotism in the charter school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a policy ensuring that board members and administrators abstain from all discussions, negotiations, and votes related to any contract in which they have a personal financial interest and do board members do so by removing themselves from the meeting and ensuring that their absence and departure are recorded in the board minutes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a board policy that prohibits commingling and blending of funds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If there are charter school-related organizations such as charter management organizations, education management organizations or foundations, are all of the transactions between the charter school and charter school-related organizations transparent, documented in detail in memoranda of understanding and fully disclosed to the charter school's independent auditor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If intraorganization loans are allowed, are the loans' transactions, balances, the origin, source and use of the loan funds, transparent, auditable, accountable and approved in writing by the CBO?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees have a mechanism to report questionable or suspicious activities to the school's CBO, executive director, or other administrator for investigation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the school provide staff development and training opportunities throughout the year for employees who work in finance and accounting to help increase their skills and effectiveness? Is employees' attendance documented with their signatures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are all school computers and accounting software accessible only with a school-provided user ID and password?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are all school computers and accounting software passwords confidential, safeguarded, and changed periodically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is all electronic information backed up at least once a week? Is the backup kept on both an internal computer server and an external cloud-based backup service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do managers and administrators allow staff to express concerns about expenditures or other items?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Riverside County Office of Education
Charter Schools Unit
Focused Review - Governance
(School Name)**

The school is governed effectively as demonstrated by the following elements:	Met	Not Met	Not Applicable
Organizational Management			
The school is clearly structured as either solely a charter school or a charter school with other associated entities (e.g., LLCs, foundations, management organizations).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the charter school is constituted as a nonprofit corporation, the corporate papers have been made available to the authorizer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the charter school is considered a nonprofit 501(c)(3) organization, a copy of IRS form 1023 and the official IRS determination letter have been made available to the authorizer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A current list/roster of governing board members has been made available to the authorizer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school has a complete, accurate and up-to-date organizational chart that aligns with the school's bylaws.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity and Composition			
The governing board is free of real or perceived conflicts of interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The governing board members have expertise in key fields such as finance, legal, real estate, fundraising and education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structure			
The composition of the governing board is consistent with the approved charter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The governing board appears to fully understand the bylaws and their implications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The governing board has identified officers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity			
The charter school leadership team demonstrates a strong understanding of their role related to effective governance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The governing board members demonstrate understanding of their role in developing, supporting, and evaluating the charter school leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meetings			
The governing board has reviewed and approved the Local Control and Accountability Plan (LCAP) annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The governing board conducts public meetings as frequently as is needed to ensure that it addresses the business required to provide sufficient direction to the charter school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agendas are posted to the school's website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meetings are held within the boundaries of the county in which the charter school is located. (Single site schools.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides two-way teleconference at each school site and/or resource centers. (Multiple-site school within same county AND multiple schools in multiple counties AND nonclassroom-based schools operating one or more resource centers.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Riverside County Office of Education
Charter Schools Unit
Focused Review - Local Control and Accountability Plan (LCAP)
(School Name)**

The school meets all legal requirements with their LCAP development and final LCAP document:	Met	Not Met	Not Applicable
Submission			
LCAP submitted to the authorizer and County Superintendent of Schools by July 1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed using the State Board of Education-approved template.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates approval by governing board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State Priorities			
Each of the following state priorities are addressd and aligned with a metric:			
Priority 1: Basic Services			
Teachers appropriately assigned and credentialed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to standards-aligned instructional materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities maintained in good repair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 2: Implementation of State Standards			
Implementation of academic content and performance standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How programs and services will enable English learners to access the CCSS and ELD standards for gaining academic content knowledge and English language proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 3: Parental Involvement			
Efforts to seek parental input in decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion of parental participation for unduplicated pupils .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion of parental participation for students with special needs .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 4: Pupil Achievement			
Statewide assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Percentage of pupils successfully completing UC/CSU or CTE.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Percentage of English learners progressing toward English proficiency (ELPAC).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English learner reclassification rate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Percentage of pupils passing an AP exam with 3 or greater.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Percentage of pupils demonstrating college preparedness (participate in or demonstration preparedness pursuant to the Early Assessment Program or alternative measure).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Priority 5: Pupil Engagement			
School attendance rates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chronic absenteeism rates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle school dropout rates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High school dropout rates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High school graduation rates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Riverside County Office of Education
Charter Schools Unit
Personnel Review Checklist
(School Name)**

Personnel	Met	Not Met	Not Applicable
All Employees			
The charter school has each of the following:			
Documentation of Department of Justice background checks on all employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policies or procedures related to hiring practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An employee handbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation of tuberculosis (TB) test results for all employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approved personnel policies that cover such issues as sick leave, personal necessity leave and overtime.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employee contracts that indicate employees are "at will".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear guidelines that differentiate between employees and independent contractors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school ensures each of the following:			
Professional development opportunities are provided to staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employee evaluations are completed regularly and on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel actions are approved by the governing board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Records are kept that indicate the school has trained employees regarding bloodborne pathogens, child abuse reporting, staff and student relationships, and sexual harassment issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificated Employees			
Teachers of general education and special education students hold the credentials required by the California Commission on Teacher Credentialing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers and professionals have the credentials and certifications required to comply with the federal ESSA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers have the legally required English Learner authorization (CLAD, BCLAD, Bilingual, or CCSD) to provide instruction to the students enrolled in their class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionals who provide special education and related services have the appropriate credentials and certifications (i.e., speech and language pathologists).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classified Employees			
Classified employees providing instructional support for special education and English language learner services meet the qualifications for these positions in compliance with ESSA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school employs a sufficient number of classified staff to ensure that the necessary clerical and recordkeeping tasks are completed in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school provides adequate staffing for the following, as outlined in the charter petition:			
Custodial Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch/break Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Riverside County Office of Education
Charter Schools Unit
Focused Review - SPED Records
(School Name)**

The school's Special Education records demonstrate legal compliance in the following components:	Met	Not Met	Not Applicable
Student Confidentiality			
Each student with an IEP has a Confidential Student File (CSF).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidential Student Files are kept in a secure location.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is an access log in the front of the Confidential Student File.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of Appropriate Placement			
For students enrolling with an active IEP, an Interim Placement Form is in the CSF.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
For students enrolling with an active IEP from outside the School's SELPA, evidence of an IEP meeting held within 30 days is in the CSF.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As applicable, signed Assessment Plans are included in the CSF.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A copy of all current Assessment Reports are in the CSF.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current IEP			
Each Confidential Student File contains the following:			
Current IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Original signatures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of the inclusion of all required members at the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As necessary, documentation of Prior Written Notice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying Information			
Each IEP contains the following:			
Clear specification of the child's disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How the disability affects involvement in the general curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IEP Content			
The IEP includes the following information on Present Levels of Performance (PLOP) :			
Strength, preferences, interests and parent concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All sections of PLOP are addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information reflects students' current performance in the educational setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identified needs are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The IEP includes the following information on Annual Goals :			
Goals are included for each area of identified needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals are measurable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals enable students to be involved/progress in the general curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All other needs resulting from the disability are addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The person(s) primarily responsible for implementing the goals and monitoring progress is identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress towards meeting annual goals from prior IEP are indicated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The IEP includes the following Additional Elements :			
Considerations for assessment are addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special factors are documented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplementary aids, services and other supports for school personnel or for the student are identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All areas of need are addressed in services offered (e.g., SAI, SL, OT, MH, ESY).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Percentage of time outside general education aligns with services offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>