

**UKIAH UNIFIED SCHOOL DISTRICT CHARTER SCHOOL MATRIX**  
**River Oak Charter School**  
**2019 - 2020**

Initial Charter Petition

Annual Performance Audit

Charter Renewal

REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL (Education Code 47605(a))			
• 50% of permanent status teachers of school to be converted, in the form required by law	Yes	No	N/A X
REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL (Education Code 47605(a))			
• 50% of parents/guardians of the number of age appropriate students expected to enroll for 1st year of operation, in the form required by law	Yes	No	N/A X
<b>OR</b>			
• 50% of the number of appropriately credentialed teachers expected to be employed during 1st year of operation, in the form required by law.	Yes X	No	N/A

REQUIRED AFFIRMATIONS (Education Code 47605(d)(1))			
Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability	Yes X	No	N/A

REQUIRED ELEMENTS (Education Code 47605(A)–(P))/ADDITIONAL REQUIRED INFORMATION				
<b>A. Educational Program</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
<input type="checkbox"/> <b>1. Targeted School Populations</b>				
Age, grade levels and number of students	X			
Describe students whom the charter will attempt to educate	X			
<input type="checkbox"/> <b>2. Attendance</b>				
School year, academic calendar, number of school day and instructional minutes	X			
Attendance expectations and requirements	X			
<input type="checkbox"/> <b>3. What it Means to be an Educated Person in The 21<sup>st</sup> Century</b>				
Objective of enabling pupils to become self-motivated, competent, lifelong learners	X			
Clear list of general academic skills and qualities important for an educated person	X			
Clear list of general non-academic skills and qualities important for an educated person	X			
<b>Comments:</b> <i>Petition clearly provides required elements for “Targeted School Populations” and “Attendance.” There is a clear description of River Oak’s vision for what it means to be an educated person in the 21<sup>st</sup> Century and how their educational philosophy and program prepares students accordingly.</i>				
<input type="checkbox"/> <b>4. Description of How Learning Best Occurs</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>

Persuasive instructional design				
• Broad outline (not entire scope and sequence) of the curriculum content	X			
• Description of instructional approaches and strategies	X			
• Description of learning setting (e.g. traditional, home-based, distance learning, etc.)	X			
Proposed program strongly aligned to school's mission	X			
Affirmation that, or description of, how curriculum aligned to student performance standards	X			
Outlines a plan or strategy to support students not meeting pupil outcomes	X			
Instructional design or strategies based upon successful practice or research	X			
Describes instructional strategies for special education, Limited English proficient students, etc	X			
<input type="checkbox"/> <b>5. Additional Requirements for Charter Schools Serving High School Student</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
How Charter School will inform parents about the transferability of courses to other public high schools				X
How Charter School will inform parents about the eligibility of courses to meet college entrance requirements				X
Access to broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (I), inclusive, of Section 51220, as applicable (State Priority 7).				X
<b>Comments:</b> <i>Petition clearly communicates River Oak's Educational Philosophy and Steiner-inspired instructional methodology, target student profile, and vision of what it means to be an educated person in the 21<sup>st</sup> Century. Instructional design is based on the Steiner/Waldorf model of education which encourages academic achievement as well as "creative, social and other capabilities important to the holistic growth of a person.</i>				
<b>B. Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome	X			
How pupil outcomes will address state common core and ELD content and performance standards (State Priority 2)	X			
Clearly stated exit outcomes include acquisition of academic and non-academic skills	X			
Affirmation that "benchmark" skills and specific grade-level expectations will be developed	X			
Affirmation/description that exit outcomes will align to mission, curriculum and assessments	X			
Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A-G" requirements				X
Lists school-wide student performance goals students will achieve over a given period of time (State Priorities 4, 5 and 6): Projected attendance levels and rates, chronic absenteeism rate, middle school and high school dropout rate, graduation rate, suspension and expulsion rates, English learner reclassification rate, Advanced Placement passage with a score of 3 or higher rate, rate of pupils determined prepared for college by the EAP Program, school safety and climate survey satisfaction rate	X			
Acknowledges that exit outcomes and performance goals may need to be modified over time	X			
If high school, graduation requirements defined and WASC accreditation addressed				X
<b>Comments:</b> <i>Petition includes a well-organized discussion and description of curriculum and instruction design, and instructional approaches to meet the needs of all learners, including English Language Learners and students with IEP's. Exit outcomes for non-academic skills are notably well developed with specific goals in the areas of: Social Interpersonal Skills, Creative Critical Thinking, World Citizenship, Contributors to Community, Self-expression, and Healthy Individuals. Exit outcomes are clearly aligned to the school's mission and vision.</i>				

<b>C. The Method by Which Pupil Progress in Meeting the Pupil Outcomes Will be Measured</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
At least one assessment method or tool listed for each of the exit outcomes (State Priority 8)	<b>X</b>			
Assessments include multiple, valid and reliable measures using traditional/alternative tools	<b>X</b>			
Assessment tools include all required state and federal assessments	<b>X</b>			
Chosen assessments are appropriate for standards and skills they seek to measure	<b>X</b>			
Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	<b>X</b>			
Describes minimal required performance level necessary to attain each standard	<b>X</b>			
Outlines plan for collecting, analyzing/utilizing and reporting student/school performance	<b>X</b>			
<b>Comments:</b> <i>Petition offers a clear and thorough description of performance measurement methods and the multiple indicators examined to measure student success. Steiner method is also incorporated through multiple, authentic assessments in order to better align assessment to the school's mission. Specific and general assessment strategies are identified for all key pupil outcomes listed.</i>				
<b>D. Governance Structure of School Including, But Not Limited to, Parental Involvement</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
Describes what role parents have in the governance and operation of the school (State Priority 3)	<b>X</b>			
Describes key features of governing structure (usually a board of directors) such as:	<b>X</b>			
• Compliance with Brown Act, Public Records Act and Conflict of Interest Policy	<b>X</b>			
• Size/composition of board, board committees and/or advisory councils	<b>X</b>			
• Board's scope of authority/responsibility	<b>X</b>			
• Method for selecting initial board members	<b>X</b>			
• Board election/appointment and replacement	<b>X</b>			
Affirms future development of, or has set of, proposed bylaws, policies or similar documents	<b>X</b>			
<del>Initial governing board members identified by name or the process to be used to select them</del>				<b>X</b>
Clear description of the legal status of the charter school	<b>X</b>			
Outlines other important legal or operational relationships between school and granting Agency (PAGE 74)	<b>X</b>			
<b>Comments:</b> <i>Petition provides clear explanation of governance structure and the delegation and scope of authority and responsibility for school leadership. Administrative roles are clearly defined. Evidence is included that River Oak adheres to all applicable regulatory requirements such as the Brown Act, California Corporations Code, and the Political Reform Act. Bylaws are included in Appendices. Operational relationships between school and granting Agency is clearly delineated.</i>				
<b>E. Qualifications to be Met by Individuals to be Employed by The School (State Priority 1)</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
Identifies all key staff positions with the school	<b>X</b>			
Describes specific key qualifications (knowledge, experience, education, certification, etc.)	<b>X</b>			
Process to notify to District Personnel Office whenever personnel are hired or leave during the school year	<b>X</b>			
Defines core, college preparatory teachers & affirms they will hold appropriate Commission on Teacher Credentialing certificate, permit or other equivalent document	<b>X</b>			
Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers, along with required qualifications	<b>X</b>			

<b>Comments:</b> <i>Petition includes all required elements, and RA has established a consistent history of providing UUSD with all required personnel monitoring documents on time.</i>				
<b>F. Health and Safety Procedures (State Priority 1)</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
Affirms that each employee will furnish the school with a criminal record summary	X			
Outlines specific health and safety practices addressing such key areas as:				
• Seismic safety (structural integrity and earthquake preparedness)	X			
• Natural disasters and emergencies	X			
• Immunizations, health screenings, administration of medications	X			
• Tolerance for use of drugs and/or tobacco	X			
• Staff training on emergency and first aid response	X			
• Suicide Prevention	X			
References accompanied by a detailed set of health and safety related policies/procedures or the date by which they will be adopted and submitted to the authorizing school district	X			
<b>Comments:</b> <i>Petition includes all required elements and practices and procedures are in compliance with State and Federal regulations, and show understanding of established best-practices.</i>				
<b>G. Means to Achieve a Racial and Ethnic Balance Reflective of Authorizing School District</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
Lists specific practices/policies designed to attract a diverse applicant pool/enrollment: Practices and policies appear likely to achieve desired racial and ethnic balance		X		
<b>Comments:</b> <i>Although existing practices and policies are in place to attract a diverse applicant pool/enrollment (pgs. 91-93), the gap between River Oak's Hispanic/Latino student population (which remains relatively stable) and the district is widening. Consider researching other charter schools' practices that have been successful in achieving a racial and ethnic balance reflective of the authorizing agency and consider whether there are strategies that would help River Oak attract more Hispanic/Latino students.</i>				
<b>H. Admissions Requirements</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
Mandatory assurances regarding non-discriminatory admission procedures				
• Posting on the website related to the prohibition against discrimination under Title IX	X			
• Posting on the website related to the prohibition against discouraging enrollment	X			
Charter School Complaint Form (Discouragement of Enrollment) (EC) Section 47605(d)(4)	X			
Admission preferences which are required for conversion charter schools				X
Clearly describes admissions requirements, including any preferences	X			
Proposed admissions and enrollment process and timeline, as well as procedures for public random drawings, if necessary		X		
<b>Comments:</b> <i>Admissions policies and practices are clearly delineated and meet mandated non-discriminatory regulations.</i>				
<b>I. Financial Audit</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
Procedure to select and retain independent auditor	X			
Qualifications of independent auditor	X			
Audit will employ generally accepted accounting procedures	X			

The manner in which the audit will be conducted	<b>X</b>			
Scope and timing of audit, as well as required distribution of completed audit	<b>X</b>			
Process for resolving audit exceptions and deficiencies to the satisfaction of the authorizing school district	<b>X</b>			
<b>Comments:</b> <i>Petition clearly describes financial auditing procedures in keeping with all laws applicable to California charter schools.</i>				
<b>J. Pupil Suspension and Expulsion</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
Detailed, step-by-step process by which student may be suspended or expelled	<b>X</b>			
Reference to a comprehensive set of student disciplinary policies	<b>X</b>			
Outlines or describes strong understanding of relevant laws protecting constitutional rights of students, generally, and of disabled and other protected classes of students, in particular.	<b>X</b>			
Policies balance students' rights to due process with responsibility to maintain a safe learning environment	<b>X</b>			
Explains how authorizing school district or MCOE may be involved in disciplinary matters	<b>X</b>			
<b>Comments:</b> <i>Petition includes clear school-wide rules and behavioral expectations including student behavioral and attendance expectations. Procedures appear to be in keeping with relevant laws protecting the rights of students and in balance with efforts to maintain a safe and orderly learning environment for all. Suspension and expulsion process is clearly delineated and includes consideration of processes for students with disabilities that are compliant with IDEA and section 504.</i>				
<b>K. Staff Retirement System</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	
Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must participate)	<b>X</b>			
<b>Comments:</b> <i>Petition clearly describes all compensation and benefits and retirement coverage. All applicable employees participate in STRS or PERS.</i>				
<b>L. Attendance Alternatives</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	
States that students may attend other schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence and/or description of other attendance alternatives	<b>X</b>			
<b>Comments:</b> <i>Petition includes clear statement regarding students' right to attend other schools or apply for inter-district transfers.</i>				
<b>M. Description of Employee Rights</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	
States that collective bargaining contract in authorizing school district will be controlling	<b>X</b>			
Whether and how staff may resume employment within the district, if applicable	<b>X</b>			
Sick/vacation leave (ability to carry it over to and from charter school, if applicable)	<b>X</b>			
Whether staff will continue to earn service credit (tenure) in district while at charter school, if applicable	<b>X</b>			

<b>Comments:</b> <i>Petition clearly addresses all indicators (pgs. 108 - 110)</i>				
<b>N. Dispute Resolution Process</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
Outlines a simple process for the charter school and the authorizing school district to settle disputes relating to the provisions of the charter	X			
Outlines process by charter school will resolve internal complaints and disputes	X			
<b>Comments:</b> <i>Petition clearly addresses all indicators (Pg. 110)</i>				
<b>O. Labor Relations</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	
States whether charter or authorizing school district will be employer for EERA purposes	X			
<del>If authorizing school district is to be the employer, includes provisions clarifying charter's role in collective bargaining process</del>				X
<b>Comments:</b> <i>Petition clearly addresses all indicators (Pg. 110)</i>				
<b>P. Closure of Charter School</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
Outlines a description of the process to be used if the charter school closes	X			
Process includes a final audit of the charter school, specific plans for disposition of all net assets and liabilities, as well as for the maintenance and transfer of pupil records	X			
<i>Petition clearly addresses all indicators (Pg. 112)</i>				
<b>Q. Likelihood the Petition Will be Able to Successfully Implement the Program of the Proposed Charter</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
The Petition includes a thorough description of the education, work experience, credentials, degrees and certifications of the individuals comprising, or proposed to comprise, the directors, administrators and managers of the proposed charter school	X			
<b>Comments:</b>  <i>Petition provides a thorough description of all required elements and River Oak Charter School has an established history of successfully meeting the goals and vision of its charter.</i>				
<b>R. Geographic and Site Limitations</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	
Does the Petition propose to operate a single charter school within the geographic jurisdiction of the school district?	X			
<del>If not, does the Petition demonstrate any basis for an exception permitted by law? In this case, does the Petition provide for the notification steps required by law?</del>				X
Does the Petition identify the precise location where the school will operate?	X			
Does the Petition include a description of the facilities in which the charter school will operate?	X			
<b>S. Grade Level Limitations</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	
<del>In the event an Initial Charter Petition proposes to serve one or more grade levels not served by the district, does it propose to serve all of the grade levels which are served by the district?</del>				X

<b>EFFECTIVE DATE</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Does the Petition demonstrate that the charter school will commence operation by September 30 of its first year of operation?			<b>X</b>
<b>ANNUAL FINANCIAL REPORT</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Does the Petition demonstrate that the charter school shall provide the appropriate agencies with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Education?	<b>X</b>		
<b>Comments:</b> <i>Petition meets all requirements.</i>			

**REQUIRED SUPPLEMENTAL INFORMATION (Education Code 47605(g))**

<b>Financial Plan</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
_____ First year operational budget				X
_____ • Start up costs				X
_____ • Cash flow for first three years				X
_____ • Financial projections for first three years				X
Planning Assumptions	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
• Number/types of students	X			
• Number of staff	X			
• Facilities needs	X			
• Costs of all major items are identified and within reasonable market ranges	X			
• Revenue assumptions in line with state and federal funding guidelines	X			
• Revenue from “soft” sources less than 10% of ongoing operational costs	X			
• Timeline allows window for referenced grant applications to be submitted and funded	X			
_____ Start Up Costs	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
_____ • Clearly identifies all major start-up costs				X
_____ Staffing				X
_____ Facilities				X
_____ Equipment and Supplies				X
_____ Professional Services				X
_____ • Assumptions in line with overall school design plan				X
_____ • Identifies potential funding source				X
_____ • Timeline allows for grant and fundraising				X

	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
<b>Annual Operating Budget</b>				
• Annual revenues and expenditures clearly identified by source	X			
• Revenue assumptions closely related to applicable state and federal funding formulas	X			
• Expenditure assumptions reflect school design plan	X			
• Expenditure assumptions reflect market costs	X			
• “Soft” revenues not critical to solvency	X			
• Strong reserve or projected ending balance (the larger of 5% of revenue or \$67,000)	X			
• <del>If first year is not in balance, identifies solvency in future years and sources of capital sufficient to cover deficits until the school year when the budget is projected to balance</del>				X
• Expenditure for sufficient insurance to name district as also insured/hold harmless agreement	X			
• Expenditure sufficient for reasonably expected legal services	X			
• Expenditure for Special Education excess costs consistent with current experience in the authorizing school district	X			
<b>Cash Flow Analysis</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
• Monthly projection of revenue receipts in line with local/state/federal funding disbursements	X			
• Expenditures projected by month and correspond with typical/reasonable schedules	X			
• Show positive fund balance each month and/or identify sources of working capital	X			
<b>Long-term Plan</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
• Projects revenues and expenditures for at least two additional years	X			
• Revenue assumptions based on reasonable potential growth in local, state and federal revenues	X			
• Revenue assumptions based on reasonable student growth projections	X			
• Reasonable cost-of-living and inflation assumptions	X			
• Annual fund balances are positive or sources of supplemental working capital are identified	X			
<b>Comments:</b>				
<i>Petition clearly describes financial plans, indicates procedures that follow appropriate practices and reflect realistic projections. Financial reports submitted to UUSD consistently indicate a strong, healthy financial position which enables River Oak Charter School to provide a stable educational experience for students.</i>				
<b>District Impact Statement</b>	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
Provides district with estimated numbers of students anticipated to enroll	X			
Identifies whether charter will request to purchase support services from district	X			
Describes suggested processes and policies between charter and authorizing school district				
Includes:				
• Process, activities and associated fees for oversight of charter	X			
• Content, processes, timelines, and evaluation criteria for annual review and site visits	X			

• Regular, ongoing fiscal and programmatic performance monitoring and reporting	X		
• Content, process, timelines and evaluation criteria for charter renewal	X		
Proposed support service needs and suggested payments to district for services rendered	X		
• Clearly drafted contract/agreement or reference to MOU	X		
Identify whether a request will be made for use of district-owned facilities	X		
Reasonably detailed lease or occupation agreement for privately obtained facilities	X		
Proposed legal status of school is identified	X		
Describes the manner in which administrative services of the charter school are to be provided	X		
Identify whether school intends to manage risk independently or will seek to secure coverage through the authorizing school district or other public agency	X		
Addresses potential civil liability effects, if any, upon the school and the authorizing district	X		

**Comments:**

*Petition clearly describes target student population and realistic estimated enrollment projections. Petition and MOU clearly define the relationship between the charter and UUSD, including any services contracted. Detailed lease information and other applicable facilities documentation is provided. All risk management requirements are adequately met.*

<b>Special Education/SELPA (Mendocino County SELPA Charter School Policy)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Identifies whether the charter will be an independent LEA for special education purposes	X		
Has consulted with the Mendocino County SELPA Director	<b>MOU</b>		
• Discussed special education responsibilities of charter	<b>MOU</b>		
• Discussed application of SELPA policies	<b>MOU</b>		
Describes how special education services will be provided consistent with Mendocino SELPA Plan and/or policies and procedures	<b>MOU</b>		
• Includes fiscal allocation plan			X
If charter not an independent LEA:	<b>Yes</b>	<b>No</b>	<b>N/A</b>
• Clarifies in charter or an MOU the responsibilities of each party for service delivery	<b>MOU</b>		
Referral	<b>MOU</b>		
Assessment	<b>MOU</b>		
Instruction	<b>MOU</b>		
Due Process	<b>MOU</b>		
Agreements describing allocation of actual and excess costs	<b>MOU</b>		
Charter fiscally responsible for fair share of any encroachment on general funds	<b>MOU</b>		
If charter is LEA within SELPA	<b>Yes</b>	<b>No</b>	<b>N/A</b>
• Notifies SELPA Director of intent prior to February 1 <sup>st</sup> of the preceding school year			X
• Located within Mendocino County SELPA geographical boundaries			X
• Provides current operating budget in accordance with Ed Code 42130 and 42131			X
• Provides assurances that all be instructed in safe environment			X
• Provides copy of original charter petition and any amendments			X
• Responsible for any legal fees relating to application and assurances process			X
• Meets the terms of the “Agreement Regarding the Organization, Implementation, Administration and Operation of the Mendocino SELPA”			X
• Meets the terms of all Mendocino SELPA policies and procedures			X

• Charter fiscally responsible for fair share of any encroachment on general funds			X
Petition includes the following assurances:	<b>Yes</b>	<b>No</b>	<b>N/A</b>
• The charter will comply with all provisions of IDEA	X		
• No student will be denied admission based on disability or lack of available services	X		
• Will implement a Student Study Team process	X		
• Any student potentially in need of Section 504 services will be the responsibility of the charter school	X		
Petition/MOU describes the process for notifying district of residence and authorizing school district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school	X		
Overview of how special education funding and services will be provided by:			
• Charter School	<b>MOU</b>		
• Charter Granting Agency	<b>MOU</b>		
• SELPA			
Petition/MOU describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school	X		

**Comments**

*MOU for Special Education Services is in place with UUSD and appropriate compliance indicators are addressed in petition.*

**ANNUAL PERFORMANCE AUDITS**

Petition/MOU describes what will occur during performance audits, including:	<b>Strong</b>	<b>Sufficient</b>	<b>Insufficient</b>	<b>N/A</b>
• Review of each component of Initial/Renewal Charter Petition for compliance				
• Analysis of whether goals are being met; review of all state and federal student assessment data and reports				
• Summary of major decisions made/policies established by the board in each year				
• Data on level of parent involvement in governance and operation of the school				
• Summary data from annual student/parent satisfaction survey				
• Data regarding number of staff, their qualifications and verification of credentials				
• Copy of health/safety procedures and summary of any major changes				
• Determination of the suitability of the facility in terms of health and safety				
• Determination of the suitability of the facility in terms of educational utility				
• Review copies of all required documentation (e.g. budget reports, financial projections, leases, insurance, etc.)				
• Overview of admission practices				
Number of students actually enrolled				
Waiting lists				
Expulsions and suspensions				
• Review of any internal/external dispute resolutions				

Site visit by granting agency including observation of the instructional program

Comments:

**CHARTER RENEWAL**  
**Did the Charter School Do What It Said It Would Do?**

Questions to Address	Strong	Sufficient	Insufficient	N/A
<b>Terms of the Charter</b>				
Are all the required terms of the charter in place, including changes in Charter School Law and Regulations?	<b>X</b>			
Are all the terms of the original/amended charter fully implemented?	<b>X</b>			
Are the implemented programs consistent with the terms of the charter?	<b>X</b>			
Are the operations consistent with the terms of the charter?	<b>X</b>			
<b>Academic Program</b>				
Has the school made reasonable progress in meeting internally established goals?	<b>X</b>			
Is student performance significantly improved and/or consistently strong as indicated by test results?		<b>X</b>		
<b>Viability of School</b>				
Financially solvent?	<b>X</b>			
Enrollment stable and near capacity?	<b>X</b>			
School governance sound?	<b>X</b>			
Professional staff competent?	<b>X</b>			
	<b>Yes</b>	<b>No</b>	<b>N/A</b>	
Submit charter renewal proposal in accordance with timelines and process outlined in Board of Education Policy of authorizing school district	<b>X</b>			
If approved, authorizing school district forwards notice to CDE and other agencies as required by law	<b>X</b>			

**Comments:**

*River Oak Charter School petition adequately addresses all terms of the charter within the petition. Additionally, River Oak Charter School has an established history of consistently meeting compliance requirements, operating within regulatory statutes, fully implementing terms of the initial charter, and producing positive academic outcomes as demonstrated through multiple measures, including State Mandated Assessments. River Oak is financially solvent, maintains a stable enrollment near capacity, demonstrates sound governance, and employs competent professional staff. All indicators suggest that the charter has done what it said it would do.*