



Monterey County Office of Education

Compliance Office

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MANUAL FOR CHARTER SCHOOL APPEAL

(FOLLOWING A DENIAL BY A SCHOOL
DISTRICT)

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Monterey County Superintendent of Schools

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*The material contained in this publication has been adapted
with written permission from the Alameda County Office of Education*

Overview

This document is designed to provide a description of the Charter Petition Review process utilized at the Monterey County Office of Education (MCOE) for a Charter Petition Appeal following the denial by a School District.

Once a School District Board formally denies a charter petition, the petitioner may choose to appeal this decision to the County Board of Education. The petitioner has 180 days from the date of the charter petition denial to submit an appeal packet to the Monterey County Board of Education at a formal Board meeting.

This document describes the timeline that needs to be adhered to for this process, the relevant documents that need to be submitted, the legal framework that guides the appeal review process, and the criteria utilized by the Monterey County Board of Education in making a final decision about the appeal.

The staff of the MCOE Compliance Office is available to clarify the content of this document and to answer any questions. Additional information and resources related to Charter Schools is available on the Compliance section of the MCOE website at the following address:

MontereyCOE.org/programs-services/compliance/charter-schools

Questions about the application process may be directed to the
Monterey County Office of Education Compliance Office at 831.755.0370
Email inquiries can be addressed to marchuleta@monterey.k12.ca.us

Timeline

The following table delineates the timeline and related actions of the appeal process.

Timeline	Action
<p>Within 180 days of denial by a school district:</p>	<p>The Petitioner must submit the following documents:</p> <ul style="list-style-type: none"> • Form A: Notice of Intent to Submit Application on Appeal of Denial • A <u>Complete Petition Packet</u> (as described in the submission process section on page 3) • <i>MCOE Charter School Petition Internal Review Checklist</i> - indicating the page where each of the required elements can be located in the petition.
<p>30 days from receipt of all required documents</p>	<p>If the MCOE Compliance Office determines the petition documents are complete, a Public Hearing will be scheduled</p>
<p>*60 days from receipt of all required documents</p>	<p>Action will be taken and a decision will be made by the County Board of Education at a public meeting</p>
<p>After a decision is rendered by the Monterey County Office of Education</p>	<p>If the County Board approves the petition, the petitioner must submit written notice of approval and a copy of the petition to the affected school district within the county, the CDE and the SBE.</p> <p>If the County Board denies the petition, a Finding of Facts will be prepared and sent to the Charter school petitioner and a copy to the School District that denied the original petition.</p>

***The timeline may be extended for an additional 30 days if both the Petitioner and the MCOE agree that additional time is needed (optional)**

Charter Submission Process

The following steps describe the Appeal process following the denial of a Charter Petition by a School District and taking the appeal to the County Board.

A. Submitting the Appeal

Submission must be within 180 days of denial by District. Only complete submission packets will be reviewed. *The charter appeal review timeline becomes effective after all materials have been submitted to the Monterey County Board at a formal scheduled Board meeting.*

Petitioners must assemble fifteen (15) binders plus one CD (in PDF format) containing the following items with tabs separating each requirement. Contents must be delivered or mailed using a return receipt to the Compliance Office at the Monterey County Office of Education

- ▶ **MCOE Charter School Petition Internal Review Checklist** with page numbers identifying the location of required information (attached.)
- ▶ **Form A: Notice of Intent to Submit Application on Appeal of Denial**
Attach Articles of Incorporation and By-Laws for the non-profit organization, or provide a written explanation of why these have not yet been developed.
- ▶ The original charter petition and supporting documents considered by District when petition was denied. See the Charter School Petition Review Checklist and Charter School Petition Review Guidelines (below) for information on petition content.
- ▶ Appeal documentation, including:
 - A copy of the District governing board's action of denial of the petition and the governing board's written factual findings specific to the particular petition, as required by E.C. section 47605(b).
 - **OPTIONAL:** A brief written response of the charter petitioners to the district board's findings (no more than 5 pages).
 - A narrative description of any changes to the petition necessary to reflect the County Board of Education as the chartering entity.
- ▶ **Form B: Request for Information from Prospective Charter School Board Members**, including resumes and questionnaires.

B. Additional information that may be requested at a later time

- ▶ **Form C:** Applicant Information on proposed school leaders and meaningfully interested teachers, including resumes with specified information, and an Authorization to Release Information.

C. Public Hearing

The County Board of Education shall hold a public hearing on the provisions of the charter petition. The level of support for the petition by teachers employed by the county or district, other employees of the county or district representatives and parents, shall be considered. Prior to the Board public hearing, Staff will notify petitioners to give final guidance regarding the process of the Public Hearing, and discuss any relevant questions specific to the charter school that will need to be addressed at the public hearing.

D. Petition Review

Upon receipt of a charter school petition, the Charter School Review Team will review the petition to evaluate its comprehensiveness of the required criteria to determine the likelihood that the petitioner will be able to successfully implement the program of the proposed charter. Individuals knowledgeable in curriculum and instruction, human resources, school business, and special education may be included on the review team. The team will provide a written report and analysis to the County Superintendent to support the approval or denial of the charter petition. Petitioners will be notified once staff has completed the analysis.

As part of the review process, staff may request from petitioners additional documents and responses to questions that may have arisen during the public hearing or the review process. Staff will request these documents with a specific timeline to ensure inclusion in the final report provided to the County Board of Education. It is important that petitioners honor these requests within the requested timelines.

E. Monterey County Board of Education Approval Process

Within the guidelines delineated in Education Code § 47605, the County Board of Education will make a final decision regarding the granting or denial of the charter petition. Petitions may be approved with conditions, including but not limited to the execution of an agreement/memorandum of understanding.

The Board will not deny a petition unless it makes written factual findings setting forth specific facts to support one or more of the following findings:

1. The charter school presents an unsound educational program for students;
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;
3. The petition does not contain the required number of signatures;
4. The petition does not contain the necessary affirmations;
5. The petition does not contain reasonably comprehensive descriptions of the sixteen required elements.

Charter Supplemental Information

As authorized by California Education Code 47605(g), petitioners may be required to provide information regarding the proposed operation and potential effects of the charter school upon the school district. The following information is pertinent in order to make a determination whether a charter is likely to be able to successfully implement its proposal:

- ▶ A description of how the petitioner will provide special education services
- ▶ Financial plan including financial statements, cash flow projections, etc.
- ▶ Impact statement
- ▶ School Wellness Plan
- ▶ Facilities to be utilized

Special Education

The petition must identify whether the charter will be an independent LEA for Special Education purposes and must provide documentation that they have consulted with a SELPA and are in the process of good faith negotiations for providing services. The petition must include an overview of how special education funding and services will be provided.

If The Charter is Not an Independent LEA

The charter petition must clearly describe its plan for obtaining funding and services for special education students from an entity other than Monterey County Office of Education, and the responsibilities of each party and how the following services will be delivered:

- ▶ Referrals and assessments
- ▶ Instruction
- ▶ Due process
- ▶ Agreements describing allocation of actual and excess costs
- ▶ The transition process to or from a district when a student with an IEP enrolls in or transfers out of the charter school

If the Charter is an LEA within a SELPA

The special education services described must be consistent with the SELPA Plan and/or policies and procedures. The charter school shall be responsible for complying with all provisions of 20 U.S.C., Chapter 33 and its implementing regulations as they relate to LEAs. The school shall not commence operation until confirmation of LEA status is provided to the MCOE.

The school must assume all responsibility, including but not limited to, full financial responsibility, specifically any and all costs associated with the provision of special education and related services and

accommodations under Section 504 of the Rehabilitation Act, for all students who are enrolled in the School, over and above any state or federal funding received for such purposes.

Financial Plan

A detailed financial plan is required when submitting a petition that includes:

- ▶ A proposed first year operational budget, which clearly identifies all major start-up costs such as staffing, facilities, equipment and supplies and professional services.
- ▶ Annual Operating Budget that shows annual revenues and expenditures clearly identified and that reflect the school design plan.
- ▶ Cash Flow Analysis for the first three years showing a positive cash balance each month and/or identifies sources of working capital and monthly projections of revenue receipts in conjunction with local/state/federal funding apportionments.
- ▶ A long-term plan that includes a multi-year budget and planning assumptions for at least two additional years.

Planning assumptions should include costs of all major items identified and within reasonable market ranges. Revenue from “soft” sources such as promised donations, etc. must be less than 10% of ongoing operational costs.

Impact Statement

This section must describe in detail the administrative framework for the charter school operations and the legal status of the school (i.e. 501c3 public benefit corporation). It should address the potential civil liability effects, if any, upon the school and any district where the charter school may operate and upon the chartering authority. The statement should also identify whether or not the charter proposes to enter into a contract with an education management organization (EMO). If the charter plans to hire a third party to assist in their operations, the statement should include a clear delineation of the respective roles and responsibilities of the governing board and the EMO.

School Wellness Plan

The Monterey County Board of Education believes that (1) nutritional status of children helps determine the overall quality of their health and ability to learn; (2) schools play an influential role in the development of lifelong eating habits; and (3) appropriate training of school district personnel in nutrition education activities is essential. The Board therefore requires that charter schools develop a plan that includes, at minimum:

- ▶ Goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate.
- ▶ Nutrition guidelines for all foods available on each school campus during the school day with the objectives of promoting student health and reducing childhood obesity.

- ▶ Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to schools.
- ▶ Establishes a plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the charter school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy.

Facilities Utilization

This section must:

- ▶ Describe the types and potential location of facilities needed to operate the size and scope of education program proposed in the charter.
- ▶ In the event a specific facility has not been secured, provide evidence of the type and projected cost of the facilities that may be available in the location of the proposed charter school.
- ▶ Costs reasonable for the acquisition or leasing of facilities to house the charter school reflected in budget (taking into account the facilities the charter school may be allocated under the provisions of Education Code Section 47614 / Prop. 39).

Charter School Petition Review Guidelines

The Charter Petition presented to the County Board on appeal following the denial by a School District must contain a “reasonably comprehensive” description of each of the following required Elements as delineated in California Education Code 47605.

Element 1 - The Educational Program

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

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

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

A “reasonably comprehensive” description must include:

- ▶ Target School Populations
 - Age, grade levels and number of students
 - Describe students whom the charter will attempt to educate
- ▶ Provide Attendance Information as follows:
 - School year, academic calendar, number of school day and instructional minutes
 - Attendance expectations and requirements
- ▶ Describe What it Means to be an Educated Person in The 21st Century
- ▶ Provide objectives of enabling pupils to become self-motivated, competent, lifelong learners
 - Provide a clear list of general academic skills and qualities important for an educated person
 - Provide a clear list of general non-academic skills and qualities important for an educated person
- ▶ Provide a Description of How Learning Best Occurs to include:
 - Persuasive instructional design
 - Broad outline (not entire scope and sequence) of the curriculum content
 - Description of instructional approaches and strategies
 - Description of learning setting (e.g. traditional, home-based, distance learning, etc.)

- Proposed program strongly aligned to school's mission
 - Affirmation that, or description of, how curriculum aligns to California Content Standards
 - Outline a plan or strategy to support students not meeting pupil outcomes
 - Instructional design or strategies based upon successful practice or research
 - Describe instructional strategies for special education, Insufficient English proficient students, etc.
- ▶ Annual goals, and annual actions to achieve those goals, for all pupils and for each subgroup of pupils (anticipated racial/ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth) to be achieved in the state priority areas that apply for the grade levels served, or the nature of the program operated, by the charter school:
- Student achievement
 - Student engagement
 - Other student outcomes
 - School climate
 - Parental involvement
 - Basic services (teacher credentials, instructional materials, facilities)
 - Implementation of common core state standards
 - Course access
 - Additional school priorities, goals specific annual actions
- ▶ Additional Requirements for Charter Schools Serving High School Students:
- How Charter School will inform parents about the transferability of courses to other public high schools
 - How Charter School will inform parents about the eligibility of courses to meet college entrance requirements

Element 2 – Measurable Student Outcomes

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

A “reasonably comprehensive” description must:

- ▶ Describe how pupil outcomes are to be measured (i.e. specific assessments listed for each outcome)
 - Describe how pupil outcomes will address skills, knowledge, and attitudes specified in the school’s goals
 - Align with common core state standards

- Align with the state priorities and goals identified in Element 1
- Provide lists of school-wide student performance goals that students will achieve over a given period of time including projected attendance levels, dropout percentage, graduation rate goals, etc.
- Describe academic achievement outcomes both schoolwide and for all groups of pupils ((anticipated racial/ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth)
- Provide clearly stated exit outcomes and include acquisition of academic and non-academic skills that are specific, measurable and rigorous
- Provide acknowledgements that exit outcomes and performance goals may need to be modified over time
- Provide affirmation that "benchmark" skills and specific classroom-level skills will be developed
- Provide affirmation/description that exit outcomes will align to mission, curriculum and assessments
- Provide 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
- If high school, define graduation requirements and address WASC accreditation

Element 3 – Student Progress Measurement

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

A “reasonably comprehensive” description must include the following criteria:

- ▶ Assessment tools including all required state and federal assessments for each year of the initial charter term
 - At least one assessment method or tool listed for each of the exit outcomes
 - Assessments including multiple, valid and reliable measures using traditional/alternative tools
 - Chosen assessments that are appropriate for standards and skills they seek to measure
 - Affirmation/description of how assessments align to mission, exit outcomes, and curriculum
 - Describe minimal required performance level necessary to attain each standard
 - Outline plan for collecting, analyzing/utilizing and reporting student/school performance
 - Consistent with the way information is reported on the School Accountability Report Card

Element 4 – Government Structure

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

A “reasonably comprehensive” description must:

- ▶ Describe what role parents have in the governance and operation of the school
- ▶ Describe key features of governing structure (usually a board of directors):
 - Compliance with Brown Act, Conflict of Interest Policy, and the Political Reform Act
 - Size/composition of board, board committees and/or advisory councils
 - Board's scope of authority/responsibility
 - Method for selecting initial board members
 - Identified initial governing board members by name and/or the process to be used to select them
 - Board election/appointment and replacement
- ▶ Provide affirmation of future development of, or set of, proposed bylaws, policies or similar documents
- ▶ Provide clear description of the legal status of the charter school: Countywide charter schools shall form and operate as or by a non-profit public benefit corporation, formed under and pursuant to the non-profit corporation laws of the State of California, shall apply for and receive tax exempt status from both the federal government and the State of California before commencing operations
- ▶ Outline other important legal or operational relationships between school and granting agency

Element 5 – Employee Qualifications

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

A “reasonably comprehensive” description must:

- ▶ Identify all key staff positions with the school
- ▶ Describe specific key qualifications (knowledge, experience, education, certification, etc.)
- ▶ Define core, college preparatory teachers and affirm they will hold appropriate Commission on Teacher Credentialing certificate, permit or other equivalent document as required by Law including the Elementary and Secondary Education Act
 - Identify any non-core, non-college prep teaching positions staffed by non-certified teachers, along with required qualifications

Element 6 – Health and Safety

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

A “reasonably comprehensive” description must:

- ▶ Affirm that each employee will furnish the school with a criminal record summary
- ▶ Outline specific health and safety practices addressing key areas:
 - Seismic safety (structural integrity and earthquake preparedness)
 - Natural disasters and emergencies
 - Immunizations, health screenings and administration of medications
 - Tolerance for use of drugs and/or tobacco
 - Staff training on emergency and first aid response
- ▶ Provide 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 MCOE

Element 7 – Racial and Ethnic Balance

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

A “reasonably comprehensive” description must:

- ▶ Lists specific strategy designed to attract a diverse applicant pool/enrollment
 - Includes specific language access policy for attracting and achieving targeted racial and ethnic balance
- ▶ Provide practices and policies to achieve targeted racial and ethnic balance

Element 8 – Admission Requirements

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

A “reasonably comprehensive” description must have:

- ▶ Mandatory assurances regarding non-discriminatory admission procedures; includes language that meets California non-discriminatory laws.
- ▶ Proposed admissions and enrollment process and timeline, as well as procedures for public random drawings, if necessary
- ▶ Clearly described admission requirements, including any preferences
- ▶ Admission preferences which are required for conversion charter schools, if applicable

Element 9 – Annual Financial Audits

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

A “reasonably comprehensive” description must have:

- ▶ Procedures to select and retain independent auditor
- ▶ Qualifications of independent auditor
- ▶ Audits to employ generally accepted accounting procedures
- ▶ The manner in which the audit will be conducted
 - The scope and timing of the audit, as well as required distribution of completed audit
 - A process for resolving audit exceptions and deficiencies to the satisfaction of the Monterey County Office of Education

Element 10 – Suspension and Expulsion

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

A “reasonably comprehensive” description must:

- ▶ Detail a step-by-step process by which students may be suspended or expelled
 - Reference a comprehensive set of student disciplinary policies
 - Reference homework policy for students suspended less than 5 days
- ▶ Describe the expulsion appeal process
- ▶ Outline or describe strong understanding of relevant laws protecting constitutional rights of students, generally, and of disabled and other protected classes of students
 - Have policies to balance students' rights to due process with responsibility to maintain a safe learning environment
 - Explains how MCOE may be involved in disciplinary matters

Element 11 – Staff Retirement System

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

A “reasonably comprehensive petition” must:

- ▶ Have a statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must participate)

Element 12 – Attendance Alternatives

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

A “reasonably comprehensive petition” must:

- ▶ State 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

Element 13 – Description of Employee Rights

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

A “reasonably comprehensive petition” must:

- ▶ State that collective bargaining contracts of MCOE will be controlling
 - Whether and how staff may resume employment within the district or MCOE, if applicable
 - Describe sick/vacation leave and the ability to carry it over to and from charter school, if applicable

Element 14 – Dispute Resolution Process

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

A “reasonably comprehensive petition” must:

- ▶ Outline a simple process for the charter school and the Monterey County Office of Education to settle disputes relating to the provisions of the charter
- ▶ Outline a process by which charter school will resolve internal complaints and disputes

Element 15 – Labor Relations

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b)(5)(O)

A “reasonably comprehensive petition” must:

- ▶ State whether charter or MCOE will be the employer for EERA purposes. If MCOE is to be the employer, include provisions clarifying charter's role in collective bargaining process

Element 16 – Closure Procedures

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

A “reasonably comprehensive petition” must:

- ▶ Provide a description of the process to be used if the charter school closes, including
 - Documentation and notification of the closure
 - Handling of student transfers
 - Record transfer, maintenance and retention of student records
 - A final audit of the charter school, specific plans for disposition of all net assets and liabilities
 - It is recommended the charter school use Closure Procedure Guidelines utilized by the California Department of Education.

Form A:

Notice of Intent to Submit Application on Appeal of Denial For Establishment of a Charter

CHARTER SCHOOL INFORMATION

Name of proposed charter school: _____

General location (including district) of proposed school: _____

Proposed grade levels: _____ Proposed total enrollment: _____ Proposed school opening date: _____

LEAD PETITIONER INFORMATION

Name of lead petitioner: _____
Position with proposed charter school: _____

Address: _____ City: _____ Zip: _____

Daytime Phone Number(s): _____ FAX _____

Email address: _____

LIST CHARTER DEVELOPMENT TEAM MEMBERS (name/position with proposed charter school)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CERTIFICATION

I/we certify that we are interested in applying for a Charter School within Monterey County.

Print Name: _____ Signature: _____ Date: _____

Attach Articles of Incorporation and By-Laws of non-profit corporation or explanation of why these have not yet been developed.

OFFICE USE ONLY

Received by: _____

Print Name: _____ Signature: _____ Date: _____

Form B: Request for Information from Prospective Charter School Board Members

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information prospective board members will assist the Charter Schools office in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

Will you be at least eighteen years old by January 1 of the year in which the proposed charter school would open?

Yes No

Using this “Form B” as a cover sheet, submit typed responses to the following inquiries:

1. Indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.
2. Explain why you wish to serve on the board.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
4. Describe your understanding of the appropriate role of a public charter school board member.
5. Indicate specifically the knowledge and experience that you would bring to the board.

Name (please print)

Signature

Date

Form C: Applicant Information

Note: This additional information is not required unless requested by MCOE.

ATTACH RESUME

Applicant's Position with Charter School: <input type="checkbox"/> Lead Petitioner <input type="checkbox"/> Director/Principal <input type="checkbox"/> On-Site Financial Manager		
Name of Applicant (First/Middle/Last) :		
Other Names Used (i.e. Maiden/Former Married):		
Current Address:		
City:	State:	Zip:

Background Information to be included attached resume

• Education History
• Employment History – If applicable, include previous experience with Charter Schools
• Professional Licenses/Credentials
• Professional Affiliations (Corporate Positions, Board Positions, etc)
• Fictitious Business Name Affiliations
• Professional References
• If applicable – Arrests and/or Convictions

Proposed Charter School

Charter School Name:		
Address (if available):		
City:	State:	Zip:
Legal Entity Behind Charter School (if available) – Provide 501c Certification		
Other Charter Schools with which Affiliated (prior and current):		

Form C: Applicant Information (cont.)

Authorization to Release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above references Charter School.
- Releases the Monterey County Office of Education and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine by background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter/renewal petition and review process.

Signature

Applicant Signature: _____

Title: _____

Date: _____

OFFICE USE ONLY

Charter School Application Process by: _____

Phone: _____

Fax: _____

E-mail: _____