# PCSGP Start-Up Sub-Grant Scoring Rubric

## 1. Charter School Autonomy and Governance Structure

The applicant must describe the following:

Charter School Autonomy and Governance Structure

| **1. Charter School Autonomy and Governance Structure** | **CLEAR CASE  4 POINTS** | **ADEQUATE CASE  3 POINTS** | **LIMITED CASE 2 POINTS** | **INADEQUATE CASE 1 POINT** |
| --- | --- | --- | --- | --- |
| A. Autonomy from Authorizer | Provides a clear description of the flexibility and level of autonomy the school has from the authorizer over budget, expenditures, personnel, and daily operations. Describes any additional quality controls contained in a Memorandum of Understanding (MOU) or other contract or agreement between the authorizer and the charter school. | Provides an adequate description of the flexibility and level of autonomy the school has from the authorizer over budget, expenditures, personnel, and daily operations. Describes a charter school which is autonomous from the authorizer. | Provides a limited description of the flexibility and level of autonomy the school has from the authorizer over budget, expenditures, personnel, and daily operations. | Provides an inadequate description of the level of autonomy the charter school has from the authorizer in terms of budget, expenditures, personnel, and daily operations or the charter school is **NOT** autonomous. |
| B. Governance Structure  *(Any perceived conflicts of interest may require further clarification to the CDE)* | Includes a clear description of charter school governance structure, including the required number of board members and positions. The process for selecting and removing board members demonstrates autonomy from the authorizer and any management organization. The names and positions of all board members are included in the narrative and resumes for all board members are included in the appendices. | Includes an adequate description of autonomous board membership including the required number of and appointment process for board members. Resumes for all board members are included in the appendices. The names and positions of all board members are included in the narrative and resumes for all board members are included in the appendices. | Includes a limited description of board membership or only lists the board members names. Resumes for the majority of all listed board members are included in the appendices. | Includes an inadequate description of board membership, lacks evidence that the governing board is autonomous, or only lists the board members names. Resumes for the majority of the listed board members are **NOT** included. |
| C. Subgrant Management | Includes a clear organization chart, and clear description of the charter school staff who will manage the PCSGP subgrant budget, progress towards subgrant goals, expenditure approval process, and all reporting requirements. | Includes an adequate organization chart, and an adequate description of the charter school staff who will manage the subgrant budget, expenditures, and expenditure approval processes. Some reporting requirements will be managed through a back-office provider. | Includes a limited description of the charter school staff who will manage the subgrant budget, and expenditures. Some reporting requirements will be managed through a back-office provider. | Provides an inadequate description of how the subgrant budget will be managed, or is primarily through a back-office provider. |
| D. Capacity and Sustainability | Provides a clear description of a capacity building plan for school governance and leadership. Includes how annual governance and fiscal training for all board members and site leadership will meet state and federal requirements for open meetings and public records transparency. Includes a clear description of how the applicant will maintain financial stability after the subgrant has ended using state, federal, and private funding. | Provides an adequate description of a capacity building plan for school governance and leadership. Adequately describes how governance and fiscal training will be completed. Includes an adequate description of how the applicant will maintain financial stability after the subgrant has ended. | Provides a limited description of a capacity building plan for school governance and leadership; and governance and fiscal training. Includes a limited description of how the applicant will maintain financial stability after the subgrant has ended. | Provides an inadequate description of a capacity building plan for school governance and leadership. Does not include governance, fiscal training, or how the applicant will maintain financial stability after the subgrant has ended. |
| E. Roles and Responsibilities  *(Any perceived conflicts of interest may require further clarification to the CDE)* | Provides a clear description of the roles and responsibilities of the charter school; any partner organizations, if applicable; and charter management organizations (CMOs), if applicable. Includes a description of the administrative and contractual roles of each party. Includes a clear description of how the school will manage the hiring of personnel and day-to-day business services. | Provides an adequate description of the roles and responsibilities of the charter school; any partner organizations, if applicable; and charter management organizations (CMOs), if applicable. Includes a description of the administrative and contractual roles of each party. Includes an adequate description of how the school will manage the hiring of personnel and day-to-day business services. | Provides a limited description of the roles and responsibilities of the charter school; any partner organizations, if applicable; and charter management organizations (CMOs), if applicable. Includes a description of the administrative and contractual roles of each party. Includes a limited description of how the school will manage the hiring of personnel and day-to-day business services. | Provides an inadequate description, such as only providing a name of the contract service provider and no other information. |

## 2. Educational Program

The applicant must describe the following:

Educational Program

| 1. **Educational Program** | **CLEAR CASE  4 POINTS** | **ADEQUATE CASE 3 POINTS** | **LIMITED CASE  2 POINTS** | **INADEQUATE CASE  1 POINT** |
| --- | --- | --- | --- | --- |
| A. Uniqueness of the Educational Program | Includes a clear description of the education program including how the program is unique to the region governed by the charter authorizer. Information from multiple neighboring schools, local educational agencies (LEAs), or the state is used for comparison. Includes a description of the school’s classroom-based and nonclassroom-based instructional program, as applicable. | Includes an adequate description of the education program including how the program is unique to the area where the school is located. Information from one neighboring school is used for comparison. Includes a description of the school’s classroom-based and nonclassroom-based instructional program, as applicable. | Includes a limited description of the education program including how the program is unique to the area. No comparison information is provided. Includes a description of the school’s classroom-based and nonclassroom-based instructional program, as applicable. | Includes an inadequate description of the education program that does not include how the program is unique to the area. Includes a description of the school’s classroom-based and nonclassroom-based instructional program, as applicable. |
| B. School Staffing | Includes the quantity and a clear description of staff positions at the school site over the full subgrant term, certificated and classified, including teachers, counselors, and administrators. Includes a clear justification for the level of proposed staffing, and student-to-staff ratio. | Includes the quantity and an adequate description of staff positions at the school site over the full subgrant term, certificated and classified. Includes an adequate justification for the student-to-staff ratio. | Includes a limited description or list of the quantity of staff positions at the school site, certificated and classified, and a student-to-staff ratio. | Includes an inadequate description or inadequate list of the quantity of staff positions at the school site. NO student-to-staff ratio included. |
| C. Curriculum and Instructional Practices | Includes a clear description of the curriculum including the subjects and academic content to be taught at the school. Instructional practices based on evidence-based research are described in clear detail including the techniques or methodology used by teachers to help engage students and increase student learning. Includes multiple citations of evidence-based research supporting the education program choice. Differentiated instruction is evident in the description. | Includes an adequate description of the curriculum including the subjects and academic content to be taught at the school. Instructional practices based on evidence-based research are described with adequate detail including the techniques or methodology used by teachers with limited description of student engagement and differentiation. Includes one citation of evidence-based research to support the education program choice. | Includes a limited description or list of curriculum including the subjects to be taught at the school. Instructional practices are described with limited detail including the techniques or methodology used by teachers to increase student learning. Provides a limited justification for the school education program or uncited evidence. | Includes an inadequate description or inadequate list of curriculum including the subjects to be taught at the school. Instructional practices are listed with no evidence-based research to support the education program choice. |
| D. Schoolwide Academic Performance Objectives and Methods of Assessment | Provides clear academic performance objectives for the first five years of operation and a clear description of how each objective will be assessed at least annually. Includes multiple measures for assessing progress and objectives are aligned with Local Control Accountability Plan (LCAP) requirements. | Provides an adequate list of academic performance objectives for the first five years of operation and an adequate description of the multiple measures for assessing progress. The objectives are aligned with LCAP requirements. | Provides a limited list of performance objectives and a limited description of the assessment measures for assessing progress. The majority of objectives are aligned with LCAP requirements. | Provides an inadequate list of performance objectives and a list of assessment methods.  OR  The majority of objectives are NOT aligned with LCAP requirements. |
| E. Meeting the Needs of All Students | Provides clear plans for how the school will meet the educational needs of its students, including:   * **Students with Disabilities:** How the charter school will meet the needs of students with disabilities and demonstrate progress towards statewide academic assessments, in compliance with part B of the Individuals with Disabilities Education Act (IDEA) and section 504 of the Rehabilitation Act of 1973, including Special Education Local Plan Area (SELPA) affiliation; and * **English Learners:** How the charter school will meet the needs of English Learners, including practices to support identification, assessment, and reclassification.   Describes clear plans to monitor academic achievement by student group using multiple measures and use academic assessment data to inform instruction. | Provides adequate plans for how the school will meet the educational needs of its students, including:   * **Students with Disabilities:** How the charter school will meet the needs of students with disabilities and demonstrate progress towards statewide academic assessments, in compliance with part B of the Individuals with Disabilities Education Act (IDEA) and section 504 of the Rehabilitation Act of 1973; and * **English Learners:** How the charter school will meet the needs of English Learners, including practices to support identification, assessment, and reclassification.   Describes adequate plans to monitor academic achievement by student group using multiple measures and use academic assessment data to inform instruction. | Provides limited plans for how the school will meet the educational needs of its students, including:   * **Students with Disabilities:** How the charter school will meet the needs of students with disabilities and demonstrate progress towards statewide academic assessments, in compliance with part B of the Individuals with Disabilities Education Act (IDEA) and section 504 of the Rehabilitation Act of 1973; and * **English Learners:** How the charter school will meet the needs of English Learners, including practices to support identification, assessment, and reclassification.   Describes limited plans to monitor academic achievement by student group using multiple measures. | Provides an inadequate plan to meet the educational needs of its students, including students with disabilities and English Learners, and inadequate plans to monitor academic achievement for all student groups. |
| F. Equal Access to Technology | Provides a clear description of school-wide plans for the use of educational technology. Includes how the school will provide equal access to students who do not have access to technology outside of school. | Provides an adequate description of plans for the use of educational technology. Includes how the school will provide equal access to students who do not have access to technology outside of school. | Provides a limited description of plans for the use of educational technology. Provides a limited description or list of alternative resources for students who do not have access to technology outside of school. | Provides an inadequate description of plans for the use of educational technology or inadequate plans for equal access, such as only identifying technology resources for students to access during school. |

## 3. Needs Analysis

The applicant must describe the following:

Needs Analysis

| **3. Needs Analysis** | **CLEAR CASE 4 POINTS** | **ADEQUATE CASE 3 POINTS** | **LIMITED CASE 2 POINTS** | **INADEQUATE CASE 1 POINT** |
| --- | --- | --- | --- | --- |
| A. Interest, Need, and Benefits to the Community | Includes a clear description of the local community support, including information that demonstrates interest in, and need for, the charter school; benefits to the community; and other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections. Includes multiple references to information such as waiting lists for the proposed charter school or existing charter schools or traditional public schools; data on access to seats in high-quality public schools in the districts from which the charter school expects to draw students; and family interest in specialized instructional approaches proposed to be implemented at the charter school. | Includes an adequate description of the local community support, including information that demonstrates interest in, and need for, the charter school; benefits to the community; and other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections. Includes one reference to information such as waiting lists for the proposed charter school or existing charter schools or traditional public schools; data on access to seats in high-quality public schools in the districts from which the charter school expects to draw students; and family interest in specialized instructional approaches proposed to be implemented at the charter school. | Includes a limited description of the local community support, including some information that demonstrates interest in, and need for, the charter school; benefits to the community; and other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections. | Includes an inadequate description of the local community support OR lacks evidence that the charter school will achieve and maintain its enrollment projections. |
| B. Projected Student Enrollment | Includes a clear description of the proposed charter school’s projected student enrollment, and evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used. Expansion applicants must identify adding one or more grade levels or increasing at least a 25% enrollment. | Includes an adequate description of the proposed charter school’s projected student enrollment, and some evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used. Expansion applicants must identify adding one or more grade levels or increasing at least a 25% enrollment. | Includes a limited description or evidence of the proposed charter school’s projected student enrollment, or limited description of the methodology and calculations used. Expansion applicants must identify adding one or more grade levels or increasing at least a 25% enrollment. | It is unclear that the proposed charter school’s projected student enrollment is based on evidence, or methodology and calculations are not described. OR Expansion applicant does not identify adding one or more grade levels or increasing at least a 25% enrollment. |
| C. Projected Student Demographics | Includes a clear analysis of the proposed charter school’s projected student demographics and a description of the demographics of students attending public schools in the local community in which the charter school would be located and the school districts from which the students are, or would be, drawn to attend the charter school. Includes a clear description of how the applicant plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body. (See RFA Section 7.3 Needs Analysis for more information) | Includes an adequate analysis of the proposed charter school’s projected student demographics with comparison data from the local community or school districts in which the applicant school is located. Includes an adequate description of how the applicant plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body. (See RFA Section 7.3 Needs Analysis for more information) | Includes a limited analysis of the proposed charter school’s projected student demographics with comparison data from the local community or school districts in which the applicant school is located. Includes a limited description of how the applicant plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body. (See RFA Section 7.3 Needs Analysis for more information) | Includes analysis of the proposed charter school’s projected student demographics but does not include comparison data OR includes a limited description of how the applicant plans to establish and maintain a racially and socio-economically diverse student body. (See RFA Section 7.3 Needs Analysis for more information) |
| D. Family and Community Engagement Plan | Describes a robust family and community engagement plan designed to ensure the active participation of families and the community that includes the following:  (*A*) How families and the community were, are, or will be engaged in determining the vision and design for the charter school, including specific examples of how families’ and the community’s input was, is, or is expected to be incorporated into the vision and design for the charter school.  (*B*) How the charter school will meaningfully engage with both families and the community to create strong and ongoing partnerships.  (*C*) How the charter school will foster a collaborative culture that involves the families of all students, including underserved students, in ensuring their ongoing input in school decision-making.  (*D*) How the charter school’s recruitment, admissions, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color, including by holding enrollment and recruitment events on weekends or during non-standard work hours, making interpreters available, and providing enrollment and recruitment information in widely accessible formats (e.g., hard copy and online in multiple languages; as appropriate, large print or braille for visually-impaired individuals) through widely available and transparent means (e.g., online and at community locations).  (*E*) How the charter school has engaged or will engage families and the community to develop an instructional model to best serve the targeted student population and their families, including students with disabilities and English learners. | Describes an adequate family and community engagement plan that includes activities to address all items A-E from the “Clear Case.” | Describes a limited family and community engagement plan that includes some activities to address the majority of items A-E from the “Clear Case.” | Describes an inadequate family and community engagement plan that does not include activities to address the majority of items A-E from the “Clear Case.” |
| E. Operational Plans | Includes a clear description of how the plans for the operation of the charter school will support and reflect the needs of students and families in the community, including consideration of district or community assets and how the school’s location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population (e.g., access to public transportation or other transportation options, the demographics of neighborhoods within walking distance of the school, and transportation plans and costs for students who are not able to walk or use public transportation to access the school). | Includes an adequate description of how the plans for the operation of the charter school will support and reflect the needs of students and families in the community, may include consideration of district or community assets and how the school’s location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population (e.g., access to public transportation or other transportation options, the demographics of neighborhoods within walking distance of the school, and transportation plans and costs for students who are not able to walk or use public transportation to access the school). | Includes a limited description of how the plans for the operation of the charter school will support and reflect the needs of students and families in the community. | Includes an inadequate description of how the plans for the operation of the charter school will support and reflect the needs of students and families in the community. |
| F. Equal Access | Includes a clear description of the steps the applicant has taken or will take to ensure that the proposed charter school (*A*) would not hamper, delay, or negatively affect any desegregation efforts in the community in which the charter school would be located and the public school districts from which students are, or would be, drawn to attend the charter school, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools; and (*B*) to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school. | Includes an adequate description of the steps the applicant has taken or will take to ensure that the proposed charter school (*A*) would not hamper, delay, or negatively affect any desegregation efforts in the community in which the charter school would be located and the public school districts from which students are, or would be, drawn to attend the charter school, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools; and (*B*) to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school. | Includes a limited description of the steps the applicant has taken or will take to ensure that the proposed charter school (*A*) would not hamper, delay, or negatively affect any desegregation efforts in the community in which the charter school would be located; and (*B*) to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school. | It is not clear that the applicant has taken or will take steps to ensure that the proposed charter school (*A*) would not hamper, delay, or negatively affect any desegregation efforts in the community in which the charter school would be located; and (*B*) to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school. |

## 4. Conditions of Learning

The applicant must describe the following:

Conditions of Learning

| **4. Conditions of Learning** | **CLEAR CASE 4 POINTS** | **ADEQUATE CASE 3 POINTS** | **LIMITED CASE 2 POINTS** | **INADEQUATE CASE 1 POINT** |
| --- | --- | --- | --- | --- |
| A. Parent and Community Input | Provides a clear description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under PCSGP. Identifies clear methods for soliciting parent and community input (e.g. climate and culture surveys) and clear processes for reviewing and responding to input. | Provides an adequate description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under PCSGP. Identifies methods for soliciting parent and community input (e.g. climate and culture surveys) and processes for reviewing and responding to input. | Provides a limited description of how the eligible applicant will solicit and consider input from parents and other members of the community. | Provides an inadequate description or inadequate list. |
| B. Effective Parent, Family, and Community Engagement Strategies | Provides a clear description of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funding under PCSGP. Describes ongoing parent and community engagement, which may include School Site Council (SSC), English Learner Advisory Committee (ELAC), or LCAP engagement activities. | Provides an adequate description of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funding under PCSGP. | Provides a limited description of effective engagement strategies that focus on parent, family, or community engagement. | Provides an inadequate description or list of engagement strategies that are unlikely to reach parents, families, and the community. |
| C. Ongoing Educator and Community Engagement | Outlines a high-quality plan with timeline and description of how the charter school is being developed and implemented (1) with meaningful and ongoing engagement with current or former teachers and other educators and (2) using a community-centered approach that includes an assessment of community assets, information about the development of the charter school, and includes the implementation of protocols and practices designed to ensure that the charter school will use and interact with community assets on an ongoing basis to create and maintain strong community ties. | Outlines a plan with timeline and description of how the charter school is being developed and implemented (1) with meaningful and ongoing engagement with current or former teachers and other educators, and (2) using a community-centered approach. | Outlines a limited plan with timeline and description of how the charter school is being developed and implemented (1) with meaningful and ongoing engagement with current or former teachers and other educators, or (2) using a community-centered approach. | Plan does not include a timeline or description of how the charter school is being developed and implemented (1) with meaningful and ongoing engagement with current or former teachers and other educators, or (2) using a community-centered approach. |
| D. Teacher Recruitment, Retention, and Onboarding | Provides a clear plan for recruiting and retaining fully credentialed teachers, and a clear plan to ensure all required employee clearances are completed. | Provides an adequate plan for recruiting and retaining fully credentialed teachers, and an adequate plan to ensure all required employee clearances are completed. | Provides a limited plan for recruiting, retaining, and clearing fully credentialed teachers. | Provides an inadequate plan for teacher recruitment, retention, and clearances, such as only providing a list of resources for recruiting. |
| E. Professional Development Plan | Provides a clear Professional Development (PD) plan, including a timeline, which is in alignment with the philosophy, goals, and objectives of the school. Includes clear plans to provide teachers and administrators with meaningful and actionable data to manage continuous instructional improvement. | Provides an adequate PD plan, including a timeline, the majority of which is aligned with the philosophy, goals, and objectives of the school. Includes plans to provide teachers and administrators with meaningful and actionable data. | Provides a limited PD plan or a list of professional development activities with a timeline, which is somewhat aligned with the philosophy, goals, and objectives of the school. | Provides an inadequate PD plan, such as a list of professional development activities without a timeline OR the activities/plan does NOT align with the philosophy, goals, or objectives of the school. |
| F. School Transportation | Provides a clear plan demonstrating how the applicant has considered and planned for the transportation needs of its students. This may include, but is not limited to, proximity to public transportation, contracting transportation services, and the purchase of vehicles using PCSGP funds. | Provides an adequate plan demonstrating how the applicant has considered and planned for the transportation needs of its students. | Provides a limited plan demonstrating that the applicant has considered and planned for the transportation needs of its students. | Provides an inadequate plan or list of activities that demonstrate that the applicant had not adequately planned for the transportation needs of its students. |
| G. Student Retention Practices | Provides a clear plan for student retention practices for the charter school, including how the applicant will address attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable. | Provides an adequate plan for student retention practices for the charter school, including how the applicant will address attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, or high school graduation rates, as applicable. | Provides a limited plan for student retention practices for the charter school. | Provides an inadequate description or list of activities, such as only addressing absenteeism OR dropout rates OR graduation rates (if applicable). |
| H. Student Discipline | Provides a clear plan for discipline practices for the charter school and programs to reduce the overuse of discipline practices that remove students from the classroom. Describes processes for reviewing and responding to school-wide trends, such as suspension and expulsion rates. | Provides an adequate plan for discipline practices for the charter school and programs to reduce the overuse of discipline practices that remove students from the classroom. | Provides a limited plan for discipline practices such as suspension and expulsion policies, and intervention programs to reduce the overuse of discipline practices that remove students from the classroom. | Provides an inadequate description or inadequate list of activities, such as only describing suspension and expulsion policies. |
| I. Student Recruitment, Admissions, and Enrollment Practices | Provides a clear description of the following:   * How the community will be informed about the charter school and how all students (including educationally disadvantaged students) will be given equal opportunity to attend; * Admissions practices, including public random drawing process; * Enrollment practices, including waitlist practices; and * Projected annual timeline for conducting a lottery, if needed. | Provides an adequate description of the following:   * How the community will be informed about the charter school and how all students will be given equal opportunity to attend; * Admissions practices, including public random drawing process; * Enrollment practices, including waitlist practices; and * Projected annual timeline for conducting a lottery, if needed. | Provides a limited description of the following:   * How the community will be informed about the charter school and how all students will be given equal opportunity to attend; * Admissions practices, including public random drawing process; and * Enrollment practices, including waitlist practices; | Provides an inadequate description or list that does not include all required activities. |
| J. Admissions Preferences | Provides a clear description of the admission preferences approved by the authorizer. Admissions preferences are aligned with Section 2.1.2 Public Random Drawing and Lottery requirements. | Provides an adequate description of the admission preferences approved by the authorizer. Admissions preferences are allowable, or the school has provided an assurance signed by the charter school administrator. | Provides a limited description of the admission preferences approved by the authorizer. Admissions preferences are allowable, or the school has provided an assurance signed by the charter school administrator. | Provides an inadequate description of the admission preferences approved by the authorizer, or admissions preferences are not allowable. |
| K. PCSGP School Procedures | Provides clear procedures to deliver student records to another public local educational agency in a timely manner and to help students transfer to other high-quality schools, in the event that the applicant school closes. Describes technology to be used for this purpose, a timeline for processing records requests, and multiple strategies to assist students to transfer in the event of a closure. | Provides adequate procedures to deliver student records to another public local educational agency in a timely manner and to help students transfer to other high-quality schools, in the event that the applicant school closes. | Provides limited procedures to deliver student records to another public local educational agency and to help students transfer to other high-quality schools, in the event that the applicant school closes. | Provides an inadequate description or list of activities. |

## 5. Management Organization Autonomy

All Replication applicants and any applicant reporting working with a CMO, educational management organization (EMO), or education service provider (ESP) on Form 2 must describe the following:

Management Organization Autonomy

| **5. Management Organization Autonomy** | **CLEAR CASE 4 POINTS** | **ADEQUATE CASE 3 POINTS** | **LIMITED CASE**  **2 POINTS** | **INADEQUATE CASE 1 POINT** |
| --- | --- | --- | --- | --- |
| A. Autonomy from Management Organization  *(Required for all Replication applicants and applicants affiliated with a CMO, EMO, or ESP)* | Provides a clear description of the flexibility and level of autonomy of the applicant school site from the CMO, EMO, ESP, or non-profit over budget, expenditures, personnel, and daily operations, including the administrative and contractual roles and responsibilities of such partners. This includes any existing or proposed contract between a charter and a for-profit management organization (including a nonprofit management organization operated by or on behalf of a for-profit entity), without regard to whether the management organization or its related entities exercises full or substantial administrative control over the charter school or the subgrant project.  Individual sites maintain autonomy over budget and expenditures, as well as separate fiscal reporting and school equipment inventories. | Provides an adequate description of the flexibility and level of autonomy of the applicant school site from the CMO, EMO, ESP, or non-profit over budget, expenditures, personnel, and daily operations, including the administrative and contractual roles and responsibilities of such partners. It is clear that the applicant school site maintains autonomy over budget and expenditures, and that the governing board maintains fiscal and operational authority over any CMO, EMO, or ESP. | Provides a limited description of the flexibility and level of autonomy of the applicant school site from the CMO, EMO, ESP, or non-profit over budget, expenditures, personnel, and daily operations. It is clear that the applicant school site maintains autonomy over budget and expenditures, and that the governing board maintains fiscal and operational authority over any CMO, EMO, or ESP. | Provides an inadequate description of the flexibility and level of autonomy of the applicant school site from the CMO, EMO, ESP, or non-profit over budget, expenditures, personnel, or daily operations. The school’s governing board will NOT maintain fiscal and operational authority over a CMO, EMO, or ESP. |
| B. Management Organization Financial Relationships  *(Required for all Replication applicants and applicants affiliated with a CMO, EMO, or ESP)* | Clearly describes any business or financial relationship between the charter school developer/founding group and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities that will be used by the charter school. | Adequately describes any business or financial relationship between the charter school developer/founding group and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities that will be used by the charter school. | Provides a limited description any business or financial relationship between the charter school developer/founding group and the management organization. Narrative is missing other key information, which can be found in the application attachment documents. | Provides an inadequate description any business or financial relationship between the charter school developer/founding group and the management organization. Narrative is missing other key information, which CANNOT be found in the application attachment documents. |
| C. Management Organization Conflict of Interest  *(Required for all Replication applicants and applicants affiliated with a CMO, EMO, or ESP)* | Provides the name and contact information for each member of the governing board of the charter school and a list of the management organization’s officers, chief administrator, or other administrators, and any staff involved in approving or executing the management contract. Includes a clear description of any actual or perceived conflicts of interest, including financial interests, and clear process for how the applicant will resolve any actual or perceived conflicts of interest to ensure compliance with 2 Code of Federal Regulations (CFR) 200.318(c). | Provides the name and contact information for each member of the governing board of the charter school and a list of the management organization’s officers, chief administrator, or other administrators, and any staff involved in approving or executing the management contract. Includes an adequate description of any actual or perceived conflicts of interest, including financial interests, and adequate process for how the applicant will resolve any actual or perceived conflicts of interest. | Provides the name of each member of the governing board of the charter school and a list of the management organization’s officers, chief administrator, or other administrators, and any staff involved in approving or executing the management contract. Includes a limited process for how the applicant will resolve any actual or perceived conflicts of interest. | Does not provide the names of governing board members or management organization’s key officers or staff. Provides an inadequate process for how the applicant will resolve conflicts of interest. |
| D. Management Organization Governance Structure  *(Required for all Replication applicants and applicants affiliated with a CMO, EMO, or ESP)* | Provides a clear description of how the applicant will ensure that members of the governing board of the charter school are not selected, removed, controlled, or employed by the management organization and that the charter school’s legal, accounting, and auditing services will be procured independently from the management organization. | Provides an adequate description of how the applicant will ensure that members of the governing board of the charter school are not selected, removed, controlled, or employed by the management organization and that the charter school’s legal, accounting, and auditing services will be procured independently from the management organization. | Provides a limited description of how the applicant will ensure that members of the governing board of the charter school are not selected, removed, controlled, or employed by the management organization and that the charter school’s legal, accounting, and auditing services will be procured independently from the management organization. | Provides an inadequate description, OR a management organization will select, remove, control, or employ the school’s governing board members, OR the school’s legal, accounting, and auditing services will be procured by the management organization. |
| E. Management Organization Contract Severance  *(Required for all Replication applicants and applicants affiliated with a CMO, EMO, or ESP)* | Includes a clear explanation of how the applicant will ensure that the management contract is severable, severing the management contract will not cause the proposed charter school to close, the duration of the management contract will not extend beyond the expiration date of the school’s charter, and renewal of the management contract will not occur without approval and affirmative action by the governing board of the charter school. | Includes an adequate explanation of how the applicant will ensure that the management contract is severable, severing the management contract will not cause the proposed charter school to close, the duration of the management contract will not extend beyond the expiration date of the school’s charter, and renewal of the management contract will not occur without approval and affirmative action by the governing board of the charter school. | Includes a limited explanation of how the applicant will ensure that the management contract is severable, with limited impact to the charter school and will not occur without approval and affirmative action by the governing board of the charter school. | Includes an inadequate description, OR the management contract is not severable without significant impact to the charter school. |
| F. Student Record Control  *(Required for all Replication applicants and applicants affiliated with a CMO, EMO, or ESP)* | Includes a clear description of the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school. Includes a description of how the applicant school maintains student records, not a CMO, EMO, or ESP. | Includes an adequate description of the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school. | Includes a limited description of the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student. | Includes an inadequate description OR the applicant is unlikely to maintain control over all student records or provide those records to another public school or school district in a timely manner upon the transfer of a student. |

## 6. Form 4 – Subgrant Project Goals and Performance Measures

The applicant must describe the following in Form 4 − Subgrant Project Goals and Performance Measures:

Form 4 – Subgrant Project Goals and Performance Measures

| **6. Form 4 – Subgrant Project Goals and Performance Measures** | **CLEAR CASE 4 POINTS** | **ADEQUATE CASE 3 POINTS** | **LIMITED CASE**  **2 POINTS** | **INADEQUATE CASE 1 POINT** |
| --- | --- | --- | --- | --- |
| 1. Quality SMART Goal | Includes 3−5 quality subgrant goals. Each grant project goal is a quality goal, and the set of goals fulfill minimum content requirements, including:  Grant project goals are specific, measurable, action-oriented, realistic, relevant, time-bound, and include targets (SMART). Goals may be similar or identical to the school’s mission-specific goals; however, they must directly correspond to the proposed subgrant budget line items. | Includes 3−5 quality subgrant goals. The grant project goals are generally clear and align with the content requirements, but there may be some areas that lack full detail. The goals are mostly SMART Goals but could benefit from clearer targets or a stronger connection to the subgrant budget line items. While goals may be similar to the school’s mission-specific goals, they may not always fully correspond to the proposed budget or may require further refinement to ensure complete alignment. | Includes 2−3 quality subgrant goals, OR the grant project goals meet some of the content requirements but lack sufficient detail or clarity in certain areas. The goals may be somewhat SMART Goals, but they may not be fully action-oriented, realistic, or relevant. Some goals may not include clear targets or are not well aligned with the subgrant budget line items. The goals may be loosely connected to the school’s mission-specific goals, but there are gaps in how they correspond to the proposed budget or grant objectives. | Includes 1−2 quality subgrant goals, OR the grant project goals are unclear, overly vague, or missing key elements of the SMART criteria (Specific, Measurable, Action-oriented, Realistic, Relevant, Time-bound). |
| 1. Goal Alignment and Justification | There is clear alignment among grant project goals, and the overall mission and goals of the school. Each grant project goal aligns with the mission and vision for the school. Each grant project goal has a justified purpose that supports the school in reaching performance goals.  All grant measures and metrics for targeted student populations are appropriately rigorous | There is alignment among most grant project goals and the overall mission and goals of the school, but there may be slight gaps in the connection between some goals and the school's mission. Most goals align with the school's mission and vision, and the purpose of each goal is generally justified, supporting the school in reaching performance targets. However, the rigor of some metrics or measures for targeted student populations may not fully reflect the intended level of challenge and could benefit from further refinement. | The alignment between the grant project goals and the overall mission and vision of the school is somewhat unclear or incomplete. Some goals align with the school’s mission, but others may lack clear connections to the school’s vision. The purpose of certain goals may be weakly justified or unclear in terms of how they support the school in achieving performance goals. The rigor of some measures or metrics for targeted student populations may be insufficient or inconsistent, not fully addressing the expectations for challenge and impact. | The alignment between the grant project goals and the school’s mission and vision are missing. |

California Department of Education

Revised April 2025