



Acton-Agua Dulce Unified School District

32248 Crown Valley Road | Acton, California 93510

(661) 269-0750 | Fax (661) 269-0849

Empowering Minds, Building Futures: Our Small District, Infinite Possibilities.

District Staff's Report and Recommendation regarding the Mission Academy charter school's renewal petition

November 17, 2025

From: Nesha Pattison, Director of Charter Services

To: Board of Trustees of the Acton-Agua Dulce Unified School District
Dr. Eric Sahakian, Superintendent

The District's Board of Trustees approved Mission Academy's initial charter petition in 2018. Mission Academy's current petition term expires on June 30, 2026, and Mission Academy submitted its renewal petition to the District on September 25, 2025. The Board held a public hearing on the Petition on October 23, 2025, to consider the level of public support for the Petition by teachers employed by the District, other employees of the District, and parents. (Ed. Code § 47605(b).)

Recommendation: The District's Staff have rigorously reviewed the Petition and Mission Academy's academic performance data. The results of the Staff's review are summarized in this Report and the attached Matrix. Based on the Staff's review, the Staff recommends that the Board grant the Petition for a five-year term from July 1, 2026, through June 30, 2031.

Consideration of Five Legally Permissible Grounds to Deny the Petition:

The Staff's recommendation is based in part on its judgment that facts do not exist to support one or more of the five legally permissible grounds to deny the Petition.

The approval or denial of the Petition is governed by the same "standards and criteria" which apply to the consideration of new charter petitions with a few exceptions. (Ed. Code §§ 47605, 47607(b).) The Board "shall not deny [the Petition] unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of" five findings justifying denial. These five legally permissible grounds to deny the Petition are:

- 1) Mission Academy presents an unsound educational program for the pupils to be enrolled in the charter school.
- 2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition.

- 3) The Petition does not contain an affirmation of each of the conditions described in Education Code section 47605(e).
- 4) The Petition does not contain reasonably comprehensive descriptions of all fifteen “elements” of a charter petition described in Education Code section 47605(c)(5).
- 5) The Petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code section 3540 et seq.¹

Because the Board may only deny the Petition if it makes one or more of these five factual findings in support of denial, the Staff reviews the Petition and considers whether, in the Staff’s judgment, facts exist to support any of these findings. The first, second, and fourth grounds for denial listed above are very subjective, so the Staff’s review of the Petition is guided by non-mandatory regulations which guide the State Board of Education’s (SBE) review of charter petitions and by the “Matrix.” The Board previously reviewed and approved the Matrix for use on August 12, 2021. The Staff’s completed Matrix for the Petition is attached and incorporated into this Report for the Board’s consideration.

The Staff believes that the Petition does not present an unsound educational program.

The Education Code does not define what constitutes an “unsound educational program,” leaving the interpretation and application of this phrase up to a school board. However, when the SBE reviews a charter petition, it has determined that an “unsound educational program” is:

“(1) A program that involves activities that the SBE determines would present the likelihood of physical, educational, or psychological harm to the affected pupils.

(2) A program that the SBE determines not to be likely to be of educational benefit to the pupils who attend.”

(Title 5, Cal. Code of Regs. § 11967.5.1(b).)

Based on the SBE’s definition, the Staff finds that facts do not exist to support denial of the Petition on the ground that it presents an “unsound educational program.” The Petition proposes an educational program that is not likely to harm students and, instead, is likely to be of educational benefit to students. For seven years, Mission Academy’s educational program has helped high-risk and mobile students reengage in academics and acquire practical, job-related skills. Mission Academy has offered wraparound services through community partnerships to a student population with above-average needs. Of Mission Academy’s students, approximately four-fifths are socioeconomically disadvantaged, two-fifths are English language learners, one-fifth are students with disabilities, and one-in-fourteen are homeless or foster youth. The Staff believes that

¹ Three other grounds for potential denial listed in Section 47605 only apply to a new charter petition or a material revision of a charter petition. (Ed. Code §§ 47605(c) and 47607(a)(4); Title 5 Cal. Code of Regs. § 11966.4(a)(1)(A).)

Mission Academy will continue to provide a sound educational program to students with the greatest needs if the Petition is approved.

The Staff believes that the Petitioners are not demonstrably unlikely to successfully implement the program set forth in the Petition.

Again, the Education Code does not define what the phrase “demonstrably unlikely to successfully implement the program set forth in the petition” means. The SBE considers:

- 1) whether charter petitioners have a past history of involvement in unsuccessful public or private schools,
- 2) whether petitioners appear unfamiliar with the contents of their petition or the legal requirements which apply to charter schools,
- 3) whether the petitioners have presented an unrealistic financial and operational plan for the proposed charter school; or
- 4) whether the petitioners lack the necessary background in areas of curriculum, instruction, assessment, finance, and business management, and also lack a plan to secure the services of individuals with knowledge in these areas.

(Title 5, Cal. Code of Regs. § 11967.5.1(c).)

The Staff finds that these considerations are generally targeted more at new charter petitions as opposed to renewals of existing charter petitions. In any case, the Staff finds that facts do not exist to support denial of the Petition on the ground that the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition. As already mentioned, Mission Academy has successfully been in operation for seven years. Mission Academy’s staff and governing board are well versed in the Petition and the legal requirements that apply to charter schools, and have ample previous experience in curriculum, instruction, assessment, finance, and business management.

The Staff believes that the Petition contains all required affirmations and declarations, and reasonably comprehensive descriptions of fifteen required petition elements.

The attached Matrix contains the Staff’s review and findings regarding the other three legally permissible grounds for denying the Petition. The Matrix tracks Education Code section 47605’s legally permissible grounds for denial while also incorporating best practices and non-binding regulations developed by the State Board of Education. The Matrix was created by a partnership of the Charter Accountability and Resource Support Network (CARNet) Advisory Board: L. Karen Monroe, Alameda County Superintendent of Schools, CARNet; Wes Stewart, Executive Director, Association of California School Administrators (ACSA); Molly Magee-Hewitt, CAO/CEO, California Association of School Business Officials (CASBO); Dana Dean, Solano County Board of Education/Immediate Past-President, California County Board of Education (CCBE); Ted Alejandre, San Bernardino County Superintendent of Schools/President, California County Superintendents Educational Services Association (CCSESA); Vernon Billy,

CEO/Executive Director, California School Boards Association (CSBA); Michelle Giacomini, Deputy Executive Director, Fiscal Crisis and Management Assistance Team (FCMAT); and dozens of other experienced charter authorizers from school districts and county offices of education across California.

To summarize the Matrix, the Staff finds that facts do not exist to support denial of the Petition on the grounds that (1) the Petition lacks required affirmations of each of the conditions described in Education Code section 47605(e), (2) does not contain reasonably comprehensive descriptions of all of fifteen “elements” of a charter petition, or (3) does not contain a declaration of whether or not Mission Academy shall be deemed the exclusive public employer of Mission Academy’s employees.

Consideration of Mission Academy Students’ Academic Performance:

The Staff’s recommendation is also based in part on its review of the academic performance of Mission Academy’s students and the Staff’s judgment that facts do not exist to support a finding that the closure of Mission Academy is in the best interest of pupils.

Students’ academic performance is a crucial element of the review process for charter petition renewals. For most renewal petitions, this is judged based on the charter school’s results on recent California School Dashboards. However, Mission Academy qualifies for “Dashboard Alternative School Status” (“DASS”), meaning it is subject to different criteria when the District considers its students’ academic performance:

“In determining whether to grant a charter renewal for [a DASS school], the chartering authority shall consider, in addition to the charter school’s performance on the [Dashboard] . . . , the charter school’s performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school’s term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.”

(Ed. Code § 47607(c)(7).) District Director of Charter Services Nesha Pattison met with Mission Academy and agreed to review the following metrics as a means for evaluating academic performance school-wide and for student subgroups:

- Growth in the Distance from Standards measurement as indicated on the California Dashboard.

- Increase in the percentage of current English learner (EL) students who progressed at least one English Learner Progress Indicator (ELPI) Level as indicated on the California Dashboard for ELPI.
- Growth in annual (NWEA) MAP scores.
- Increase the one-year graduation cohort rate as measured by the California Dashboard.
- Increase graduation percentages and student retention percentages over the previous year.

Mission Academy included relevant data in the Petition at pages 12 through 28. To summarize the Staff's review of Mission Academy's alternative academic performance metrics:

- Mission Academy presents a standards-aligned educational program tailored to an alternative/dashboard model that blends individualized pacing with targeted interventions.
- The virtual and independent model includes intervention strategies and supports for at-risk students.
- Assessment data (CAASPP and NWEA) show strong student growth, indicating that the instructional design and credit-recovery structures are producing measurable gains.
- Frequent benchmark cycles and digital dashboard reporting supports timely interventions and teacher planning, resulting in improved course completion and growth metrics.
- Mission Academy maintains full accreditation status through the Western Association of Schools and Colleges (WASC), reflecting compliance with academic standards and ongoing improvement processes.
- The 2024–25 review showed increased communication between IEP teams and general education staff, resulting in higher rates of service completion and improved student progress toward annual goals.
- Students with disabilities demonstrated gains in credit completion and engagement compared to prior years.

Areas of growth within the alternative accountability metrics include:

California Assessment of Student Performance and Progress (CAASPP):

Mission Academy demonstrated notable academic progress across both English Language Arts (ELA) and Mathematics.

- ELA Growth: +39.9 points overall; strong subgroup gains including +65.9 (SPED) and +84.5 (White).

- Math Growth: +32.7 points overall; all subgroups improved, particularly EL (+45.8) and SPED (+64.6).
- Participation Rates: 98% for both ELA and Math, exceeding state requirements.

English Learner Progress Indicator (ELPI):

- ELPI Performance: 33.3% of EL students made progress toward English language proficiency, marking a 9.2% decline from the prior year.
 - Participation Rate: 96.7%, meeting state standards.

Northwest Evaluation Association (NWEA) MAP:

Students demonstrated significant annual academic growth, with multiple grade levels exceeding one full year's progress.

- Reading Growth: Grade 9 SPED +2.06 years, Grade 9 EL +1.61 years, Grade 10 +1.92 years, Grade 11 EL +3.97 years.
- Math Growth: Grade 7 +1.09 years, Grade 9 SPED +2.06 years, Grade 11 EL +3.97 years, Grade 12 +1.83 years.

Graduation and Retention (Dashboard Alternative School Status – DASS):

- Graduation Rate: 96.5%, an increase of +6.5% over the prior year.
- Graduates: 165 total, up by 84 students.
- Subgroup Growth: 100% graduation among Homeless, SWD, and African American students; significant gains for Hispanic (+4.4%) and White (+16.7%) populations.

The following areas of alternative metrics did not show growth:

Success Rate (Enrollment and Retention):

- Overall Success Rate: 86.8% (down 7.03% from previous year).
- Retention: 50.3% (-7.21%)
- Rematriculation: 24.9% (-1.59%)
- Graduation: 13.2% (+2.26%)

While graduation rates improved, overall retention declined slightly, indicating a need for increased early engagement and re-engagement strategies for mobile and at-risk students.

Mission Academy has aligned its **alternative metrics** and **academic program** with the **California School Dashboard indicators** to reflect the unique performance profile of its student population, which includes a high proportion of credit-deficient and re-engaged learners. The school's use of personalized, competency-based instruction and blended learning directly supports state priorities. Through integration of multiple assessment tools—such as NWEA MAP Growth, course completion rates, and college and career readiness benchmarks—Mission Academy tracks longitudinal progress that mirrors Dashboard indicators for academic performance and graduation rate, while adjusting for the criteria specific to **Dashboard Alternative School Status (DASS)** schools.

Mission Academy's **assessment and data systems** correlate local progress measures with state accountability outcomes, ensuring that student performance in core subjects and credit recovery are documented consistently with Dashboard expectations.

Mission Academy's 2024–2025 performance shows strong academic gains, particularly in student growth metrics and subgroup performance, supported by instructional systems and consistent participation rates. The graduation rate increase and subgroup improvements support the use of effective intervention strategies. Areas for continued improvement include strengthening English Learner progress, addressing retention declines, and maintaining consistent student engagement in a flexible learning model. Overall, Mission Academy provides a quality, alternative education program that promotes academic growth and completion for diverse learners.

Consideration of Mission Academy's Partnerships with WIOA Service Providers:

Mission Academy partners with Workforce Innovation and Opportunity Act (WIOA) service providers to support students with job-related training and opportunities. If a charter school provides instruction exclusively in partnership with WIOA service providers, then the charter school may operate facilities outside of its authorizer's boundaries. (Sec. 47605.1(f)(1).) However, Mission Academy operates a virtual program without any facilities for in-person instruction. For that reason, the Board does not need to make any findings with respect to Mission Academy's WIOA partnerships if the Board approves its Petition.

In the future if Mission Academy wishes to open facilities for in-person instruction, then Mission Academy will need to seek the Board's approval for a material revision to its Petition regardless of where the proposed facilities would be located. If any proposed facilities would be outside of the District's boundaries, then at that time the Staff and Board would consider whether Mission Academy is permitted to do so under the Education Code.

Conclusion and Next Steps:

The Staff recommends approval of Mission Academy's renewal petition for a five-year term from July 1, 2026, through June 30, 2031.

The Board will be asked to approve or deny the Petition at the December 11, 2025, Board Meeting. As required by Education Code section 47605(b), the District has publicly published this Staff recommendation at least 15 days before the Board Meeting and the Petitioners will have the same amount of time as the Staff to address the Board at the Meeting.

While the Staff recommends approval of the Petition, the Board retains significant discretion with respect to whether it approves or denies the Petition. A review of the legally permissible grounds to deny the Petition shows that the Board's decision involves significant subjective judgments. Reasonable minds can disagree regarding whether grounds exist to deny the Petition and whether, if such grounds exist, the Petition should be denied.

If the Board agrees with the Staff's recommendation, then the Board may adopt this Staff Report (including the Matrix) as the findings and conclusions of the Board. If the Board determines that the Petition should be denied, then Staff will assist the Board in making required written findings in support of denial.

Reviewing Charter School Petitions

Guiding Principles

The Charter School Petition Evaluation Matrix was developed to align with the Education Code (EC), state regulations and other pertinent laws required for reviewing charter school petitions. The purpose of this tool is to help guide the reviewer through the charter school petition review process, helping to identify strengths and weaknesses of the charter school petition.

State Guidance

The California Code of Regulations, Title 5, section 11967.5 provides the following guidance for reviewing a charter petition: *"The criteria are intended to require no charter provisions in excess of those that the State Board of Education believes necessary to determine whether each element specified in Education Code section 47605(b) has been satisfactorily addressed. Where the criteria call for judgments to be made, the judgments will be made in such a manner as to be reasonable, rational, and fair to the petitioners and other parties potentially affected by the chartering of the school ..."*

The California Code of Regulations, Title 5, section 11967.5.1(g) states that a "reasonably comprehensive" description shall include, but not be limited to, information that:

- (1) *Is substantive and is not, for example, a listing of topics with little elaboration.*
- (2) *For elements that have multiple aspects, addresses essentially all aspects of the elements, not just selected aspects.*
- (3) *Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.*
- (4) *Describes, as applicable among the different elements, how the charter school will:*
 - A) *Improve pupil learning.*
 - B) *Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.*
 - C) *Provide parents, guardians, and pupils with expanded educational opportunities.*
 - D) *Hold itself accountable for measurable, performance-based pupil outcomes.*
 - E) *Provide vigorous competition with other public-school options available to parents, guardians, and student.*

Instructions To Charter School Petition Review Team / Evaluation Rubric

- 1. Identify your team**, if applicable. Determine who will be responsible for reviewing which sections of the charter petition document. Record team members' names on the Petition Review Team page to help track responsibilities.
- 2. Rate the charter school petition** in the various petition Elements and Supplemental sections of the Evaluation Matrix.
 - a. Mark either "met" or "not met" in the "Evaluation Standard Met" Column for each specific criteria. Criteria in **RED** indicates a description that is required under law to be included in the charter petition. Criteria in **BLACK** are descriptions that are strongly suggested to be included to ensure that the charter petition is reasonably comprehensive.
 - b. Use the state guidance and rating definitions below to guide your assessment.
 - c. At the end of each section, elaborate in the comment section in the areas you rated as "not met".
- 3. Analyze the results.** At the end of this process you will be able to determine whether the petition is reasonably comprehensive or if there are any identified Findings of Fact. This tool should be used as part of your final analysis and report to the district governing board.

Evaluation Standard Met:

The charter petition demonstrates solid preparation and grasp of key issues that indicates a reasonably comprehensive description. Overall the charter petition contains many characteristics of concise, specific and accurate information. The standard may be met if the charter petition requires additional, non-substantive elaboration in places.

Evaluation Standard Not Met:

The charter petition addresses some of the criteria, but lacks meaningful detail. The description requires important or key additional information in order to be reasonably comprehensive. It demonstrates lack of preparation, is unclear, uses generic information, or otherwise raises substantial concerns about the petitioner's understanding of the issue in concept. Additional substantive information would be required to determine the charter petitioner's ability to implement or meet the requirement in practice.

The Petition Review Team

Identify your team and who will be responsible for reviewing which sections of the charter school petition document.

Area of Review (§47605(c))	Department Responsible	Name of Reviewer
A. Education Program		Nesha Pattison: Cheri Shannon
B. Measurable Student Outcomes		Nesha Pattison: Cheri Shannon
C. Student Progress Measurement		Nesha Pattison: Cheri Shannon
D. Governance Structure		Nesha Pattison: Cheri Shannon
E. Employee Qualifications		Nesha Pattison: Cheri Shannon
F. Health and Safety		Nesha Pattison: Cheri Shannon
G. Racial & Ethnic Balance		Nesha Pattison: Cheri Shannon
H. Admissions Policies and Procedures		Nesha Pattison: Cheri Shannon
I. Annual Financial Audits	California School Fiscal Services	Jody Thulin
J. Suspension and Expulsion		Nesha Pattison: Cheri Shannon
K. Staff Retirement System		Nesha Pattison: Cheri Shannon
L. Attendance Alternatives		Nesha Pattison: Cheri Shannon
M. Post-Employment Rights of Employees		Nesha Pattison: Cheri Shannon
N. Dispute Resolution Process		Nesha Pattison: Cheri Shannon
O. Closure Procedures		Nesha Pattison: Cheri Shannon

Supplemental Criteria

Areas of Review EC §47605(c), §47605(e), §47605(h), §47641(a), §47646	Department Responsible	Name of Reviewer
Financial/Administrative Plan	California School Fiscal Services	Jody Thulin
Charter Management Organization (i.e. "entities managing charter schools")		Nesha Pattison: Cheri Shannon
Facilities		Nesha Pattison: Cheri Shannon
Impact Statement		Nesha Pattison: Cheri Shannon
Community Impact		Nesha Pattison: Cheri Shannon
Special Education		Nesha Pattison: Cheri Shannon
Required Declarations/Affirmations		Nesha Pattison: Cheri Shannon
Independent Study, if applicable		Nesha Pattison: Cheri Shannon
Alternative Charter Schools, if applicable		Nesha Pattison: Cheri Shannon

PETITIONER CERTIFICATION*(must be completed and signed by petitioner)***Instructions to Lead Petitioner**

1. Complete and review the Cover/Intake and Petitioner Certification forms
2. Insert the petition page numbers in the far right column of the 15 Element & Supplemental Criteria of the Evaluation Matrix. (entitled: "located on Page(s)")
3. Complete, sign and submit this Petitioner Certification page and forms with the charter petition

Education Code §47605(a)(1): A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district if each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met: **N/A for charter renewal**

(A) The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation

☐ YES☐ NO

(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation

☐ YES☐ NO

Education Code §47605(b): A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete.

I hereby certify under the laws of the State of California and the United States that the foregoing petition and cover page(s) are deemed complete, true and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter to revocation if later discovered and material to compliance with the Charter Schools Act.

name of lead petitioner

signature of lead petitioner

date

Nesha Pattison

name of district personnel receiving petition

signature of district personnel receiving petition

date received

Petition Appeal Consideration & Acceptance E.C. §47605(k)(1)(A) (COE Office Use Only)

Petitioner submitted the charter school petition appeal to the county board of education within 30 days of denial by the governing board of the school district as required by law

☐ YES☐ NO

The charter school petition appeal includes new information or changes to the original petition that was submitted to the district

☐ YES☐ NO

If yes, the petition will be immediately remanded back to the district

This is a resubmission of the charter school's petition appeal.
The school district governing board denied the petition after reconsideration of the petition's new or different material terms to its charter.

☐ YES☐ NO☐ N/A

CHARTER SCHOOL PETITION EVALUATION MATRIX Intake Information/Cover Sheet

Petitioner Information	Petition Review and Presentation Timelines <i>(District Use Only)</i>		
Name of Proposed Charter School: Mission Academy	☐ INITIAL PETITION ☐ PETITION ON APPEAL ☒ RENEWAL District that Denied Petition (if on appeal): 		
Name & Position of Lead Petitioner: Lindsey Reese Area Superintendent	Petition Submitted Date: September 25, 2025	Public Hearing Date Due: 	Decision by Board <i>(90 days from submission but may be extended 30 days if mutually agreed)</i>
Phone and Email: (661)902-3345 LReese@learn4life.org	Was an extension requested? ☐ YES ☐ NO	Date Held: October 23, 2025	Date Due:
Address: 43145 Business Center, St. 102-203 Lancaster, CA 93535-4564	Date of Board Decision: December 11, 2025		
Proposed Grade Span for 1st Year 6-12 grade (Renewal Charter)			

Facility Information	
Facilities Have Been Secured (select yes or no)	☐ YES (List proposed address below) ☐ NO (List facilities being considered below)
Proposed Facility Address	Renewal Charter – Virtual Learning Program Street City State Zip Code
Facilities Being Considered (include any Prop 39 Facility Requests being proposed)	Street City State Zip Code Street City State Zip Code

Related Business Organizations and Other Corporate Affiliations	
List all corporations or business entities related to the corporation proposed to operate the charter school and/or lead petitioner(s). Explain whether, and to what extent, those other entities will participate in operating the charter school (use additional pages if necessary)	
Related or Affiliated Entity Name and Contact Information	Services to be Provided, if any

Affiliated Schools and Prior Charter School Experience	
Any past or current operational charter schools affiliated with proposed charter school?	☐ YES ☐ NO
Name of affiliated school(s)	
Mailing Address	
	Street City State Zip Code
Name of Authorizing Agency & Contact Name	
Authorizing Agency Contact Phone and email	

Special Education - SELPA Information			
Has Charter School applied for or been approved as LEA member of SELPA?	☐ YES ☐ NO	If YES, Provide LEA #, Name of SELPA & Contact	N/A El Dorado SELPA
If NO, explain intent for special education compliance as a charter school in the charter petition. <i>(See Supplemental Criteria section of the Evaluation Matrix)</i>			

CHARTER SCHOOL PETITION EVALUATION MATRIX

CHARTER SCHOOL PETITION EVALUATION MATRIX

Charter Petition Name:

The 15 Charter Elements

Criteria in RED indicates a description that is required under law to be included in the charter petition.

Criteria in BLACK are descriptions strongly suggested to be included to ensure that the charter petition is reasonably comprehensive

A. Description of Vision, Mission and Educational Program			
Evaluation Criteria: E.C. §47605(c)(5)(A) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. Targeted Student Populations and Community Need			
a. students the charter school will attempt to educate and a demonstration of need for proposed educational program	X		8-9, 33-34, 41-42, 48-50
b. grade levels and number of students the charter school plans to serve	X		32 Exhibit W
c. a clear, concise school mission and vision statement that align with the target population	X		41-46
d. the needs and challenges of the student groups to be served	X		33-34
2. Attendance			
a. school year/academic calendar, number of school days and instructional minutes	X		6, 55-56 Exhibit J & L
b. attendance expectations and requirements, including enrollment projections	X		55-56, 64 Exhibit L, M, W
c. master/daily schedule and proposed bell schedule	X		55-56 Exhibit J
3. What It Means to Be an Educated Person in the 21st Century			
a. goals that are consistent with enabling all pupils to become or remain self-motivated, competent, lifelong learners	X		32-34, 53-54, Exhibit P
b. list of academic skills and qualities important for an educated person	X		45-46, 53-54
c. list of general non-academic skills and qualities important for an educated person	X		41-44
4. How Learning Best Occurs/Instructional Design, including subgroup program (CCR §11967.5.1. (f)(C))			
a. a framework for instructional design that is aligned with the needs of the students that the charter has identified as its target student population	X		46-47, 52-61
b. description of learning setting (e.g. site-based matriculation, independent study, tech-based)	X		32-33, 45, 52-53, 55
c. instructional approaches and strategies school will utilize that will enable the school's students, including subgroup populations such as English language learners (ELL), to master the content standards for the core curriculum areas adopted by the SBE	X		57-63, 80-99 Exhibits H & I
d. process for developing or adopting curriculum and teaching methods	X		45-47, 54-55, 61-64
e. how the charter school will identify and meet the needs of students with disabilities, ELLs, students achieving substantially above or below grade level expectations, and other special student populations - the description demonstrates understanding of the likely ELL population - includes sound approach to identify and meet the needs of subgroup populations	X		47-48, 80-99 Exhibits O & P
f. special education plan including, but not limited to, the means by which the charter school will comply with the provisions of EC section 47641	X		93-99

RED: REQUIRED to be included in charter petition

All other sections are strongly suggested to ensure that charter elements are reasonably comprehensive

CHARTER SCHOOL PETITION EVALUATION MATRIX

g. a plan for professional development that aligns with the charter school's proposed program	X		73-80 Exhibit N
5. Materials, Including Technology			
a. how staff's and students' technology resources are aligned to the instructional program and meet state assessment requirements	X		45-46, 52-55, 58, 62
b. what materials are available to students: student-to-computer ratio appears reasonable	X		45-46
c. a description or plan for providing adaptive technology for SPED students	X		97
d. Common Core technology standards, digital assessments, and professional learning	X		4, 45-46, 52, 54-55, 61-63, 73-77, 80, 83-84

6. Annual Goals			
a. annual goals for all pupils and for each subgroup of pupils identified pursuant to section 52052 that apply to the grade levels served	X		41, 67, 100-106 Element B Exhibit P
<u>b. goals tied to state priorities listed in EC section 52060(d) and LCAP, as appropriate</u> <u>- Additional priorities related to unique aspects of the proposed charter school program include goals and specific annual actions</u>	X		100-106 Element B Exhibit P
c. specific annual actions designed to achieve the stated goals	X		Element B Exhibit P
7. Description Requirements for Charter Schools Serving High School Students			
a. how parents will be informed about the transferability of courses to other public high schools	X		65-66
b. how parents will be informed about the eligibility of courses to meet college entrance requirements	X		65-66
c. how each student will receive information on how to complete and submit a FAFSA or California Dream Act Application at least once before the student enters grade 12	X		65
d. how the exit outcomes will align to mission, curriculum and assessments	X		100
e. affirmation that all students will have the opportunity to take courses that meet the 'A-G' requirements	X		64, 102 Exhibit K
f. planned graduation requirements and WASC accreditation are defined	X		64, 66
Comments by review team: Mission Academy presents a standards-aligned educational program. Missions virtual and independent study model, intervention strategies and supports align with their at-risk student populations academic needs. Assessment data shows strong student growth, indication that the instructional design and credit-recovery structures are producing measurable learning gains, and is aligned with the schools' mission. Mission Academy maintain full accreditation status through WASC.			

RED: REQUIRED to be included in charter petition

All other sections are strongly suggested to ensure that charter elements are reasonably comprehensive

CHARTER SCHOOL PETITION EVALUATION MATRIX

B. Measurable Student Outcomes

Evaluation Criteria: E.C. §47605(c)(5)(B) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. <u>Measurable pupil outcomes for all groups, i.e. specific assessment methods or tools listed for each exit outcome</u>	X		100
2. <u>A description of how pupil outcomes align with the state priorities consistent with LCAP, as described in EC 52060(d), that apply for the grade levels served or the nature of the program</u>	X		100
3. <u>Specific annual actions designed to achieve the stated goals</u>	X		100-106 Exhibit P
4. <u>Additional school priorities related to unique aspects of the proposed charter school program, with goals and specific annual actions</u>	X		100-106 Exhibit P
5. <u>Description of how pupil outcomes will address state content and performance standards in core academic areas</u>	X		100-106 Exhibit P
6. <u>Description of how exit outcomes align to the mission and instructional design of the program</u>	X		100-106 Exhibit P
7. <u>Description or affirmation that "benchmark" skills and specific classroom-level skills will be developed</u>	X		100-106 Exhibit P
8. <u>School-wide student performance goals students will achieve over a given period of time, including projected attendance levels, dropout percentage, and graduation rate goals</u>	X		100-106 Exhibit P
Comments by review team: The petition includes measurable outcomes and targets, and the school has documented notable gains. Graduation outcomes improved, and participation rates on statewide assessments are high. Established performance indicators align with LCAP, DASS accountability, and Dashboard metrics.			

C. Student Progress Measurement

Evaluation Criteria: E.C. §47605(c)(5)(C.) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. <u>Assessment tools that include all required state and federal assessment (SBAC, ELPAC, etc.) for purposes of accountability</u>	X		107-108
2. <u>At least one assessment method or tool listed for each of the exit assessments</u>	X		107-108
3. <u>A variety of alternative assessment tools, including tools that employ objective means of assessment consistent with the measurable pupil outcomes</u>	X		107-108
4. <u>Chosen assessments are appropriate for standards and skills the charter school seeks to measure</u>	X		107-108
5. <u>A plan for collecting, analyzing/utilizing and reporting student/school performance to charter school staff and to students' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program</u>	X		107-108
Comments by review team: A combination of state assessments, NWEA MAP benchmarking, and internal progress measures are used to monitor student learning and inform instruction. The frequency of benchmark cycles and reporting support timely interventions, and teacher planning, resulting in improved course completion and growth matrix.			

RED: REQUIRED to be included in charter petition

All other sections are strongly suggested to ensure that charter elements are reasonably comprehensive

CHARTER SCHOOL PETITION EVALUATION MATRIX

D. Governance Structure			
Evaluation Criteria: E.C. §47605(c)(5)(D) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. Evidence of the charter school's incorporation as a nonprofit benefit corporation	X		109-110 Exhibit S
a. provides the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	X		29-30, 111
b. includes a set of bylaws and basic policies	X		Exhibit S
2. Evidence that the organizational technical designs of the governance structure reflect: - a seriousness of purpose to ensure that the charter will become and remain a viable enterprise - understanding and assurance of compliance with open meeting requirements	X		110-113
3. Key features of governing structure including, but not limited to:	X		
a. delineation of roles and responsibilities of the governing board and staff	X		111-112 Exhibit S
b. a clear description of the flexibility and level of autonomy the charter school has from the charter management organization over budget, expenditures, personnel, and daily operations	X		109-112
c. size/composition of board, board committees and/or advisory councils	X		110-111
d. method for selecting initial board members and election/appointment for board member replacement	X		109-110
4. A process for involvement or input of parents/guardians in the governance of the charter school including:	X		
a. a clear delineation of roles and responsibilities of parent councils, advisory committee or other supporting groups	X		112-113
b. a description how it shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to or continuation at, the charter school	X		113 Exhibit H
5. Specific policies and internal controls that will prevent fraud, embezzlement, and conflict of interest and ensures the implementation and monitoring of those policies	X		113 Exhibits S & Z
6. A description and frequency of board trainings/workshops	X		112
7. Other important legal or operational relationships between the charter school and granting agency	X		110

Comments by review team: The petition documents an independent nonprofit governing board that meets regularly, and follows Brown Act compliance of board policies and oversight duties. The governing board demonstrates active review of fiscal and academic performance, with practices that reflect transparency and operational accountability.

RED: REQUIRED to be included in charter petition

All other sections are strongly suggested to ensure that charter elements are reasonably comprehensive

CHARTER SCHOOL PETITION EVALUATION MATRIX

E. Employee Qualifications

Evaluation Criteria: E.C. §47605(c)(5)(E) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. Core and college preparatory teachers, and affirms all teachers will hold appropriate Commission on Teacher Credentialing certificates (new in July 1, 2020)	X		114
2. Those positions that the charter school regards as key, and specifies the additional qualifications expected of individuals assigned to those positions, their responsibilities and accountability	X		115, 117-159
3. General qualifications for the various categories of employees (e.g., other administrative, instructional support, non-instructional support). These qualifications shall be sufficient to ensure the health and safety of the charter school's faculty, staff, and students.	X		117-159
4. A clear plan for recruitment, selection, development and evaluation of staff and charter school leader	X		116
5. Roles and lines of authority for board and management positions	X		115
6. Qualifications for non-core, non-college prep teaching positions staffed by non-certified teachers	X		117-159
7. Proposed teacher to student ratio	X		Exhibit L & W
Comments by review team: Instructional staff are appropriately credentialed and qualifications align with position responsibilities. Professional development focused on virtual instruction and intervention strategies is described and aligns with areas of student need. Recruitment, evaluation, and professional development processes that are implemented ensure quality instruction.			

F. Health and Safety Procedures

Evaluation Criteria: §47605(c)(5)(F) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. A comprehensive charter school safety plan and assurance that all charter school staff will be trained on this plan and that the plan will be updated annually	X		160-165 Exhibit U
2. Assurances that the charter school will require a criminal background clearance report, and proof of tuberculosis examination prior to employment	X		160
3. Assurances that the charter school will adopt procedures to prevent acts of bullying and cyberbullying, and make the CDE online training module available to all employees who interact with students	X		162
4. Affirmation that charter schools with grades 7-12 will adopt a suicide prevention policy	X		164
5. Health and safety practices for students and staff	X		161-162 Exhibit U
a. references include health and safety related policies/procedures or the date by which they will be adopted and submitted to the authorizer	X		161-162 Exhibit U
7. Assurances on the compliance with ADA (Americans with Disabilities Act)	X		5, 94 Exhibit U
Comments by review team: Required health and safety policies, along with mandated reporter procedures, emergency planning and response are all documented. Staff training an compliance are maintained according to state requirements for virtual settings.			

RED: REQUIRED to be included in charter petition

All other sections are strongly suggested to ensure that charter elements are reasonably comprehensive

CHARTER SCHOOL PETITION EVALUATION MATRIX

G. Racial and Ethnic Balance

Evaluation Criteria: E.C. §47605(c)(5)(G) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. Specific practices/policies the charter school will design and implement to attract a diverse applicant pool/enrollment that is reflective of the general population, including special populations residing within the territorial jurisdiction of the district	X		166-169
2. Practices and policies appear likely to achieve racial and ethnic balance	X		166-169
3. The outreach strategies, identifying specifically who the targeted groups will be, including developed or planned benchmarks for achieving balance	X		166-169
4. Types of supports that will be provided to maintain enrollment balance (counselors, support staff, medical-related staff, etc.)	X		166-169
Comments by review team: Open enrollment and targeted outreach practices ensure equitable access across diverse student populations. Outreach methods are used as a means to include underrepresented groups.			

H. Admissions Requirements, If Applicable

Evaluation Criteria: §47605(c)(5)(H) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. The following assurances: The charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state	X		4-5 Exhibits G & L
2. A clear description of admission policies that meet the state and federal permissive preferences	X		171-172
3. A clear description of how students in the community will be informed and given an equal opportunity to attend the charter school. All promotional material must clearly state the charter school will serve ALL students.	X		4-5, 166-169, 170-172
4. Proposed admissions and enrollment requirements, process and timeline, and includes :	X		
a. information to be collected through the interest form, application form, and/or enrollment form	X		4-5, 170-172 Exhibits L & V
b. assures enrollment preferences will not require mandatory parent volunteer hours as a criteria for admission	X		6, 171 Exhibit J
5. Description of the public random drawing processes that coincide with state and federal laws	X		171-172
6. Assurances that preferences, if given, are not likely to negatively impact the racial, ethnic and unduplicated balance the charter school strives to reflect	X		4-5, 167, 171-172
Comments by review team: Procedures for student enrollment, transfer, and documentation are articulated and align with Education Code requirements. Admission policies are open, and non-discriminatory. Lottery procedures are described and conducted when enrollment exceed capacity.			

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All other sections are strongly suggested to ensure that charter elements are reasonably comprehensive

CHARTER SCHOOL PETITION EVALUATION MATRIX

I. Annual Independent Financial Audits			
Evaluation Criteria: §47605(c)(5)(I) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. The manner in which the audit will be conducted	X		173
2. Procedures to select and retain an independent auditor including: - qualifications that will be used for the selection of an independent auditor - assurance that the auditor will have experience in education finance	X		173
3. Assurance that the annual audit will employ generally accepted accounting principles	X		173
4. Scope and timing of audit, as well as distribution of completed audit to authorizer, county office, State Controller, California Department of Education, and/or other agencies required under law	X		173
5. A process and timeline that the charter school will follow to address any audit findings and/or resolve audit exceptions	X		173
6. Assurance that the charter school will satisfy any audit deficiencies to the satisfaction of the authorizer	X		173
7. Who is responsible for contracting with and overseeing the independent audit	X		173
Comments by review team: Fiscal documentation indicate positive fiscal outcomes, with no material audit findings reported. Annual independent audits are conducted as required by law.			
J. Suspension and Expulsion Procedures			
Evaluation Criteria: E.C. §47605(c)(5)(J) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. A process for suspensions of fewer than 10 days, including	X		174-193
a. oral or written notice of the charges against the pupil	X		185-188
b. if the pupil denies the charges, an explanation of the evidence that supports the charges	X		188-190
c. how an opportunity will be provided for the pupil to present his/her rebuttal to the charges	X		188-191
2. A process for suspensions of 10 days or more and all other expulsions for disciplinary reasons, including	X		193-196
a. timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights	X		193-194
b. a process of hearing adjudicated by a neutral officer within a reasonable number of days, and at which the pupil has the right to bring legal counsel or an advocate	X		194-196
3. A clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice and that ensures the written notice shall be in the native language of the pupil or the pupil's parent or guardian	X		196-197 Exhibit G
4. Understanding of relevant laws protecting constitutional rights of students	X		
a. provides for due process for all students and demonstrates understanding of the rights of students with disabilities in regard to suspension, expulsion and involuntary dismissal	X		195
b. explanation of how authorizer may be involved in disciplinary matters	X		190
Comments by review team: Due process and discipline policies are clearly described and applied consistently within the virtual program context. Mission Academy emphasizes restorative practices and re-engagement.			

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All other sections are strongly suggested to ensure that charter elements are reasonably comprehensive

CHARTER SCHOOL PETITION EVALUATION MATRIX

K. California State Teacher Retirement System

Evaluation Criteria: E.C. §47605(c)(5)(K) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. A statement of what retirement options will be offered to employees	X		198
a. STRS (if STRS, then all teachers must participate)	X		198
b. PERS	X		198
c. Social Security	X		198
2. Whether retirement will be offered with language clearly reflecting one of the following choices for each retirement system - coverage will be offered to eligible employees - the charter school retains the option to elect the coverage at a future date - the charter school will not offer coverage	X		198 Exhibit T
3. Who is responsible for ensuring that the appropriate arrangements for coverage have been made	X		198
Comments by review team: Mission Academy participate in STRS and PERS retirement systems for eligible employees, with required reporting systems in place.			

L. Public School Attendance Alternatives

Evaluation Criteria: E.C. §47605(c)(5)(L) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. Attendance alternatives for students residing within the county who choose not to attend the charter school	X		199
Comments by review team: Students may attend other public schools if they choose not to enroll at Mission Academy. Families receive written information about attendance alternatives during enrollment. Transfer procedures and counseling supports are described for student who choose to transfer back to district schools or other programs.			

M. Post-employment Rights of Employees

Evaluation Criteria: E.C. §47605(c)(5)(M) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. School district employee's return employment rights, including	X		200 Exhibit T
a. whether, and how staff may resume employment within the district or authorizer	X		200 Exhibit T
b. the ability to transfer sick/vacation leave to and from charter and another LEA	X		200 Exhibit T
c. whether staff will continue to earn service credit (tenure) in district while employed at charter	X		200 Exhibit T
2. Whether collective bargaining contracts of charter authorizer will be a controlling document	X		200 Exhibit T
Comments by review team: Employee rights, grievance procedures, evaluations, benefits, and return options are described.			

CHARTER SCHOOL PETITION EVALUATION MATRIX

N. Dispute Resolution Procedures

Evaluation Criteria: E.C. §47605(c)(5)(N) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. A process for the charter and the authorizer to settle disputes relating to the provisions of the charter	X		201
2. The process by which charter will resolve internal complaints and disputes	X		202
a. includes Uniform Complaint procedures and description of how this process is communicated to parents, staff, and the community	X		202
3. Acknowledgement that except those disputes between the chartering authority and the charter school, all disputes involving the charter school shall be resolved by the charter school according to the charter school's own internal policies	X		202
4. Statement that if any such dispute concerns facts or circumstances that may be cause for revocation of the charter, the authorizer shall not be obligated by the terms of the dispute resolution process as a precondition to revocation	X		201
Comments by review team: The dispute resolution process between the charter and AADUSD are outlined, and specify mediation and response steps.			

O. Closure Procedures

Evaluation Criteria: E.C. §47605(c)(5)(O) THE PETITION DESCRIBES, AT MINIMUM	Evaluation Standard Met		Located on Page(s)
	YES	NO	
1. The procedures to be used if the charter school closes, including:	X		203-204 Exhibit W
a. who is the responsible entity/person that will conduct closure-related activities	X		203
b. process for submission of final financial reports, expenditure reports for entitlement grants, and the filing of any required final expenditure and performance reports	X		203-204
2. The maintenance plan for pupil records and the manner in which parents/guardians may obtain copies of pupil records if the charter school closes, including how information will be preserved and transferred.	X		203-204
3. A process of how charter will ensure a final audit of the charter school	X		203-204
a. an assurance it will be conducted within six months of closure	X		203-204
b. the disposition of the charter school's assets	X		203-204
c. plans for disposing net assets	X		203-204
4. The transfer and maintenance of personnel records in accordance with applicable law	X		208
Comments by review team: The petition includes a closure plan, detailing student record transfer, asset disposition, and notification steps. The plan provides assurances for student and fiscal protections.			

RED: REQUIRED to be included in charter petition

All other sections are strongly suggested to ensure that charter elements are reasonably comprehensive

CHARTER SCHOOL PETITION EVALUATION MATRIX

Charter Petition Name:

Required Supplemental Criteria

Criteria in RED indicates a description that is required under law to be included in the charter petition

Criteria in BLACK are strongly suggested to be included to ensure that the charter petition is reasonably comprehensive

Financial/Administrative Plan			
Evaluation Criteria: E.C. §47605(h) The petition describes, at minimum	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. A First Year Operational Budget 25-26 Renewal			
a. annual revenues and expenditures clearly identified by source	X		RB P. 1
b. revenue assumptions in alignment with applicable state and federal funding formulas	X		RBN P. 1-3
c. expenditure assumptions that reflect the school design plan	X		RBN P. 1-6
d. expenditure assumptions that reflect market costs	X		RB P. 1-2
e. revenues from grants or other proposed fundraising that are not critical to fiscal solvency	X		RB P.1
f. minimum reserve level and projected positive ending fund balance (the larger of 3% of expenditures, or \$25,000)	X	X	RB P.3
g. if expenditures exceed revenues in first year of operations, identifies sources of capital sufficient to cover deficits until the budget is projected to balance			N/A
h. expenditures for property and liability insurance that name the district/authorizer as additional insured (and/or a hold harmless agreement)	X		
i. expenditures for reasonably expected legal services	X		RB P. 2
j. expenditures for special education excess costs consistent with current experiences in the school district/county office	X		Exhibit Q
k. expenditures for facilities – if specific facilities not secured, reasonable projected cost	X		RB P. 2
l. expenditures for required student meals that meet federal nutritional requirements	X		RB P.2
m. the alignment of LCAP expenditures with the charter’s budget	X		
2. Financial Projections Include a Clear Description of Planning Assumptions			
a. revenues and expenditures correlate with the number/types of students by grade level in budget	X		RBN 1-6
b. expenditure assumptions correlate with the amount of staff in budget	X		RB 1-3
c. expenditure assumptions correlate with the facility needs in budget	X		RB 1-3
d. expenditure assumptions in alignment with overall school design plan			
e. revenues based on state and federal funding guidelines	X		RBN 1-6
f. revenues based on reasonable potential growth in local, state and federal categories	X		RBN 1-3
g. revenues based on reasonable student growth projections	X		RBN 1
h. revenue from sources such as grants, loans, donations and other non-guaranteed funds not necessary for the charter to maintain fiscal solvency	X		RB 1
i. timeline for any referenced grant applications to be submitted and funded			N/A
j. positive reserves are maintained in all three years	X		
k. fund balances are positive, or sources of supplemental working capital are identified	X		RB 3

RED: REQUIRED to be included in charter petition

All other sections are strongly suggested to ensure that charter elements are reasonably comprehensive

CHARTER SCHOOL PETITION EVALUATION MATRIX

Financial/Administrative Plan			
Evaluation Criteria: E.C. §47605(h) <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
3. Start-Up Costs			
a. reasonable allocation for all major start-up costs including: - staffing - facilities - equipment and supplies - professional services (i.e. food services, etc.) - technology materials - assessment systems/materials - legal costs			N/A
b. in alignment with overall school design plan			N/A
c. potential funding sources			N/A
d. timeline allows for grant applications and fundraising efforts to be completed in time, if included in start-up costs			N/A
4. Cash Flow Projections for First 3 Years			
a. monthly projection of revenue receipts in line with local/state/federal funding disbursements	X		CF 1-3
b. expenditures projected by month and corresponds with typical/reasonable schedules	X		CF 1-3
c. balance sheet accounts projected by month	X		CF 1-3
d. show positive cash balance each month and/or identify sources of working capital	X		CF 1-3
5. Structure for Administrative Services and Operations			
a. outline or process for how personnel transactions will be conducted, (i.e. hiring, payroll, leaves and retirement)	X		Exhibit Z
b. accounting and payroll processes that reflect an understanding of school business practices and expertise to carry out the necessary functions	X		Exhibit Z
c. plan and timeline to develop and assemble school business practices and expertise	X		Exhibit Z
d. explanation of how school intends to manage risk, including any policies and procedures	X		Exhibit Z
d. if operated by a non-profit organization, affirms will provide additional 501(c)(3) fiscal reports	X		Exhibit Z
Comments by review team:			

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All other sections are strongly suggested to ensure that charter elements are reasonably comprehensive

CHARTER SCHOOL PETITION EVALUATION MATRIX

Charter Management Organization, i.e. Entities Managing Charter Schools			
Evaluation Criteria: E.C. §47605(h) <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. Name and relationship of CMO to charter school, including - roles - responsibilities - payment structure - conditions for renewal/termination - investment disclosure			N/A
2. CMO's role in the financial management of the charter and the associated internal controls			N/A
3. Other schools and/or companies managed by the CMO			N/A
4. CMO's history, philosophy, and past results operating other schools and/or companies			N/A
5. CMO's Form 990s for up to prior three years			N/A
6. Back office provider and description of support utilized by the charter			30-31 Exhibit D
7. Affirmation that the CMO/back office provider will provide timely submissions of calendar of due date items			205-208 Exhibit Z
8. Affirmation that the CMO/back office provider will provide timely submissions of request for information items			205-208 Exhibit Z
Comments by review team: The back-office provider functions as Mission Academy's fiscal and operational support partner, ensuring compliance, across all financial and administrative systems. The provider's services demonstrate adherence to statutory affirmations and accountability expectations required of California charter schools.			

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All other sections are strongly suggested to ensure that charter elements are reasonably comprehensive

CHARTER SCHOOL PETITION EVALUATION MATRIX

Facilities			
Evaluation Criteria: E.C. §47605(h) <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. Location of Facility			
a. the types and the location of the charter school facility that the petitioner proposes to operate, including - size and resources - safety - educational suitability			N/A
b. the address of the facility or a schedule for securing the facility, including the person responsible for securing the location			N/A
c. assessment and analysis of anticipated facilities needs and viability of potential sites			N/A
2. Current and Projected Availability			
a. current and projected availability of each charter school site, and schedule for securing the facility			N/A
b. assurances of all legal compliance with health and safety, ADA, and applicable building codes			N/A
c. adequate budget for anticipated costs, including renovation, rent, maintenance and utilities			N/A
d. statement whether a request will be made for use of authorizer-owned facilities			N/A
e. lease or occupation agreement for privately obtained facilities, and/or provides a copy of the lease agreement			N/A
Comments by review team: Mission Academy operates a virtual learning program, with no student use facilities.			

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All other sections are strongly suggested to ensure that charter elements are reasonably comprehensive

CHARTER SCHOOL PETITION EVALUATION MATRIX

Impact Statement			
Evaluation Criteria: E.C. §47605(h) <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. Number of students anticipated to enroll	X		Exhibit W
2. Identification of whether charter will request to purchase support services from authorizer	X		207-208
3. Affirmation there will be a Memorandum of Understanding between the authorizer and charter school	X		209 MOU
4. Processes and policies between charter and authorizer	X		
a. includes process, activities and associated fees for oversight of charter	X		209 MOU
b. includes processes, timelines, and evaluation criteria for annual review and site visits	X		209 MOU
c. includes regular, ongoing fiscal and programmatic performance monitoring and reporting	X		209 MOU
d. includes process, timelines and evaluation criteria for charter renewal	X		209 MOU Element B
e. outlines other important legal or operational relationships between authorizer and charter school	X		209 MOU
5. Criteria and procedure for the selection of a contractor, if applicable, including - process for determining necessary expertise - selection of the contractor or contractors, if applicable	X		208 Exhibit W
6. Potential civil liability effects, if any, upon the school and the authorizer	X		208-209

Community Impact			
Evaluation Criteria: E.C. §47605(c)(7) <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. How the charter school will not substantially undermine existing school district services, academic offerings, or programmatic offerings	X		N/A
2. Whether the charter school petition duplicates a program currently offered by the district, and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate	X		N/A
Comments by review team:			

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CHARTER SCHOOL PETITION EVALUATION MATRIX

Special Education			
Evaluation Criteria: E.C. §47641(a) and E.C. §47646 <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. The school's special education structure (3 options) a. charter school will be an independent LEA for special education purposes, or b. charter school will be a school within the district, or c. the charter school will be a SELPA	X		93-94
2. How special education services will be provided consistent with SELPA Plan and/or policies and procedures. a. includes a fiscal allocation plan in alignment with the SELPA the charter plans to join	X		93-99 Exhibits R & W
3. Affirmation that the charter school will assume full responsibility for appropriate accommodations to address the needs of any student	X		93-99 Exhibit W
4. Acknowledgment that the charter is responsible for providing special education, instruction and related services to the students enrolled in the school regardless of students' district of residence	X		93-99
5. The process for notifying district of residence and authorizing LEA when a special education student enrolls, becomes eligible, ineligible and/or leaves the charter	X		95-98
6. The transition to and from a district when a student with an IEP enrolls in or transfers out of the charter	X		95-98
7. Evidence that the school has consulted with a SELPA, such as a letter from SELPA confirming receipt of application	X		93-94
8. Includes the following assurances	X		93-94
a. the charter will comply with all provisions of IDEA	X		95-99
b. no student will be denied admission based on disability or lack of available services	X		93-94
c. a Student Study Team process will be implemented	X		82-83
d. any student potentially in need of Section 504 services will receive such services	X		94-95
If the charter will not be an independent LEA			
1. Clarifies in charter petition or a Memorandum of Understanding the responsibilities of each party for service delivery, including Referral, Assessment, Instruction, Due Process, Agreements describing allocation of actual excess costs			N/A
2. An assertion that the charter will be fiscally responsible for its fair share of any encroachment on general funds			N/A
If the charter school is an independent LEA within a SELPA			
1. Notifies SELPA Director of intent to participate prior to February 1 of the preceding school year	X		93-94
2. Includes current operating budget in accordance with E.C. §42130 and E.C. §42131	X		Exhibit W
3. Understands that the charter school is fiscally responsible for fair share of any encroachment on general funds	X		99 Exhibit W
4. Asserts responsibility for any legal fees relating to the application and assurances process	X		93-95, 99 Exhibit W
5. Demonstrates it is located within SELPA's geographical boundaries	X		93-94, 99
6. Asserts all instruction will be in a safe environment	X		95-99
7. Affirms the terms of the Agreement will be met regarding the organization, implementation, administration and operation of the SELPA	X		93-99

RED: REQUIRED to be included in charter petition

All other sections are strongly suggested to ensure that charter elements are reasonably comprehensive

CHARTER SCHOOL PETITION EVALUATION MATRIX

Comments by review team: Mission Academy provides comprehensive supports for students with IEP's, which are monitored collaboratively between case managers, general education teachers, and other related service providers. IEP compliance timelines, transition planning, and documentation has resulted in higher rates of service completion and improved student progress toward annual goals. Mission Academy partners with the El Dorado SELPA to ensure compliance with IDEA and state mandates.

Required Declaration

Evaluation Criteria: E.C. §47605(c)(6) <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. Declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.	X		4

Required Affirmations

Evaluation Criteria: E.C. §47605(e) <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. Affirmation that the school will be nonsectarian in its - programs - admission policies - employment practices - and all other operations	X		4-5
2. Affirmation that the school shall not charge tuition	X		4
3. Affirmation that the school shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code	X		4
4. Affirmation that the admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school	X		4
<u>5. Affirmation that the charter school shall admit all pupils who wish to attend the charter school</u>	X		4
6. Affirmation that the school will comply with federal, state and local laws as required for charter schools	X		4

Comments by review team:

CHARTER SCHOOL PETITION EVALUATION MATRIX

Alternative Education Charter School Criteria

For Alternative Education Charter Schools, If Applicable			
Evaluation Criteria: E.C. §58500 - 58512	Evaluation Standard Met		Located on
<i>The petition describes, at minimum</i>	Yes	No	Page(s)
1. Acknowledgement that the charter school will maintain an unduplicated count of at least 70% of the school's total enrollment composed of the required high-risk student groups	X		10
2. Assurance that the school will maintain documentation that 70% of students will be reflected on Part 1 of their DASS Participation Form	X		10
4. Clearly articulated mission and purpose to recruit and educate high-risk students	X		34-35 Element G
5. Performance plan that include specific measures and goals for success, including one or two attainable norm references and/or verifiable alternative measures that support the school's mission and vision	X		Elements B & C Exhibit P
6. Required assurances	X		
a. the school will maintain documentation that 70% of students will be reflected on Part 1 of their DASS Participation Form, as defined in item 1, above	X		10
b. when applying for other alternative school status, ONLY the school's current enrollment will be used (in accordance with the DASS Eligibility Criteria and examples) to determine a school's percentage of high-risk student for DASS eligibility.	X		10
Comments by review team: Mission Academy's program aligns closely with the Dashboard Alternative School Status (DASS) model, reflecting its commitment to serving students who need a nontraditional educational option. The school's focus on credit recovery, individualized learning, and flexible instructional delivery supports academic re-engagement and measurable student growth. Progress is tracked through credit completion, benchmark assessments, and longitudinal data, ensuring that outcomes align with alternative accountability expectations. Mission Academy's consistent improvement in re-engagement and academic performance demonstrates strong adherence to DASS standards and the school's mission.			

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CHARTER SCHOOL PETITION EVALUATION MATRIX

Independent Study Supplemental Criteria

Independent Study/Non-Classroom based Instruction - For Renewals Only (There is a 2-year moratorium on the approval of new petitions effective January 1, 2020 to January 1, 2022)			
Evaluation Criteria: E.C. §51745 <i>The petition describes, at minimum</i>	Evaluation Standard Met		Located on Page(s)
	Yes	No	
1. an assurance that the K-12 public school guidelines for independent study will be evident in the annual audit per Education Code 47612.5(b)	X		67 Exhibits L & M
2. an assurance that the charter will meet the requirement related to the ratio of ADA to FTE certificated employees as prescribed under Education Code 51745.6(a)	X		7, 46, 67 Exhibit L
3. an acknowledgement that independent study will be supervised by an appropriately credentialed teacher per EC 51747.5(a)	X		49 Exhibit L
4. an acknowledgement that the charter may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certified teacher per EC 51747.5(b)	X		Exhibit L
5. the maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work	X		Exhibit L
6. the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study, or whether he/she should return to a regular school program	X		Exhibit L
7. an assurance that each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil	X		Exhibit L
8. a description of how the required Written Agreement for each pupil will be processed and maintained, including at a minimum the following:	X		Exhibit L
a. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his/her progress	X		Exhibit L
b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work	X		Exhibit L
c. The specific resources, including materials and personnel that will be made available to the pupil	X		Exhibit L
d. A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study	X		Exhibit L
e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar	X		Exhibit L
f. A statement of the number of course credits, or, for elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion	X		Exhibit L
g. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate	X		Exhibit L

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