# CHARTER SCHOOL PETITION REVIEW FORM:Mary L. Booker Leadership Academy

CALIFORNIA DEPARTMENT OF EDUCATION

## Key Information Regarding Mary L. Booker Leadership Academy

### Proposed Grade Span and Build-out Plan

**Table 1: 2019–2024 Proposed Enrollment**

TK–transitional kindergarten/K–kindergarten

NA–Not Applicable. Grade levels not served.

| Grade | 2019–2020 | 2020–21 | 2021–22 | 2022–23 | 2023–24 |
| --- | --- | --- | --- | --- | --- |
| TK/K | NA | NA | NA | NA | NA |
|  1 | NA | NA | NA | NA | NA |
|  2 | NA | NA | NA | NA | NA |
|  3 | NA | NA | NA | NA | NA |
|  4 | NA | NA | NA | NA | NA |
|  5 | NA | NA | NA | NA | NA |
|  6 | 60 | 60 | 60 | 60 | 60 |
|  7 | 30 | 60 | 60 | 60 | 60 |
|  8 | 30 | 30 | 60 | 60 | 60 |
|  9 | NA | 60 | 60 | 60 | 60 |
| 10 | NA | NA | 60 | 60 | 60 |
| 11 | NA | NA | NA | 60 | 60 |
| 12 | NA | NA | NA | NA | 60 |
| Total | 120 | 210 | 300 | 360 | 420 |

### Enrollment Plan

The California Department of Education (CDE) notes that the Mary L. Booker Leadership Academy (MLBLA) petition includes an enrollment plan for the charter term and states that the plan will be followed as state and federal funding and parent community needs allow (Attachment 3, p. 25).

If approved by the State Board of Education (SBE), as a condition for approval, the MLBLA petitioner will be required to revise the petition in order to reflect the SBE as authorizer and delete the language in the petition that the enrollment plan will be followed as state and federal funding and parent community needs allow, with the understanding that a proposed increase or decrease in enrollment that differs by more than 25 percent of the enrollment approved by the SBE must be reported to the SBE and the CDE as detailed in the Memorandum of Understanding.

### Proposed Location

MLBLA proposes to locate in the neighborhoods of Southeast San Francisco, including Bayview and Mission, within the San Francisco Unified School District (SFUSD).

### Brief History

On April 24, 2018, the petitioner submitted the MLBLA petition to SFUSD. On June 12, 2018, SFUSD Board of Education (SFUSDBOE) voted to deny the MLBLA petition by a vote of six to zero. The SFUSDBOE acts on behalf of the city and county of San Francisco; therefore, the MLBLA appeal was submitted directly to the State Board of Education.

On July 27, 2018, the petitioner submitted the MLBLA petition to the SBE.

### Lead Petitioner

Terrence Davis, Founding Leader

## SUMMARY OF REQUIRED CHARTER ELEMENTS PURSUANT TO CALIFORNIA *EDUCATION CODE* SECTION 47605(b)

| **Charter Requirements Pursuant to California*****Education Code* Section 47605(b)** | **Meets Requirements** |
| --- | --- |
| Sound Educational Practice (California *Education Code* [*EC*] sections 47605[b] and [b][1]) | Yes |
| Ability to Successfully Implement the Intended Program (*EC* Section 47605[b][2]) | Yes |
| Required Number of Signatures (*EC* Section 47605[b][3]) | Yes |
| Affirmation of Specified Conditions (*EC* sections 47605[b][4] and [d]) | Yes |
| Exclusive Public School Employer (*EC* Section 47605[b][6]) | Yes |
| 1. Description of Educational Program (*EC* Section 47605[b][5][A])
 | Yes |
| 1. Measurable Pupil Outcomes (*EC* Section 47605[b][5][B])
 | No |
| 1. Method for Measuring Pupil Progress (*EC* Section 47605[b][5][C])
 | Yes |
| 1. Governance Structure (*EC* Section 47605[b][5][D])
 | Yes |
| 1. Employee Qualifications (*EC* Section 47605[b][5][E])
 | Yes |
| 1. Health and Safety Procedures (*EC* Section 47605[b][5][F])
 | Yes |
| 1. Racial and Ethnic Balance (*EC* Section 47605[b][5][G])
 | Yes |
| 1. Admission Requirements (*EC* Section 47605[b][5][H])
 | Yes |
| 1. Annual Independent Financial Audits (*EC* Section 47605[b][5][I])
 | No |
| 1. Suspension and Expulsion Procedures (*EC* Section 47605[b][5][J])
 | No |
| 1. Retirement Coverage (*EC* Section 47605[b][5][K])
 | Yes |
| 1. Public School Attendance Alternatives (*EC* Section 47605[b][5][L])
 | Yes |
| 1. Post-employment Rights of Employees (*EC* Section 47605[b][5][M])
 | Yes |
| 1. Dispute Resolution Procedures (*EC* Section 47605[b][5][N])
 | Yes |
| 1. Closure Procedures (*EC* Section 47605[b][5][O])
 | Yes |
| Standards, Assessments, and Parent Consultation (*EC* sections 47605[c][1] and [2]) | Yes |
| Effect on Authorizer and Financial Projections (*EC* Section 47605[g]) | Yes |
| Teacher Credentialing (*EC* Section 47605[l]) | Yes |
| Transmission of Audit Report (*EC* Section 47605[m]) | Yes |
| Goals to Address the Eight State Priorities (*EC* Section 47605[b][5][A][ii]) | No |
| Transferability of Secondary Courses (*EC* 47605 [b][5][A][iii]) | Yes |

**REQUIREMENTS FOR STATE BOARD OF EDUCATION-AUTHORIZED CHARTER SCHOOLS**

## Sound Educational Practice

*EC* sections 47605(b) and (b)(1)

5 *California Code of Regulations* (5 *CCR*) sections 11967.5.1(a) and (b)

### Evaluation Criteria

For purposes of *EC* Section 47605(b), a charter petition shall be “consistent with sound educational practice” if, in the SBE’s judgment, it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted by the SBE.

For purposes of *EC* Section 47605(b)(1), a charter petition shall be “an unsound educational program” if it is either of the following:

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 likely to be of educational benefit to the pupils who attend.

**The charter petition is “consistent with sound educational practice.”**

### Comments

The MLBLA petition is consistent with sound educational practice. MLBLA intends to open in the 2019–2020 school year serving grades six through grade eight and grow a grade per year to serve 420 pupils in 2023–24. MLBLA intends to locate and serve pupils primarily from the Southeast San Francisco neighborhoods of Bayview and Mission, projecting the following demographics (Attachment 3, pp. 25–27):

* Free and Reduced-Price Meals (FRPM)–71 percent
* Special Education (SPED)–17 percent
* English Learner (EL)–31 percent
* Latino–49 percent
* Black–14 percent
* Asian–16 percent

## Ability to Successfully Implement the Intended Program

*EC* Section 47605(b)(2)

5 *CCR* Section 11967.5.1(c)

### Evaluation Criteria

For purposes of *EC* Section 47605(b)(2), the SBE shall take the following factors into consideration in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program":

1. If the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the SBE regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners’ control.
2. The petitioners are unfamiliar, in the SBE’s judgment, with the content of the petition or the requirements of law that would apply to the proposed charter school.
3. The petitioners have presented an unrealistic financial and operational plan for the proposed charter school (as specified).
4. The petitioners personally lack the necessary background in the following areas critical to the charter school’s success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in curriculum, instruction, assessment, and finance and business management.

**The petitioner is able to successfully implement the intended program.**

### Comments

#### Budget

The MLBLA multi-year projected budget includes the following projected pupil enrollment (Attachment 4):

* 120 grade six through grade eight in 2019–2020
* 210 grade six through grade nine in 2020–21
* 300 grade six through grade ten in 2021–22
* 360 grade six through grade eleven in 2022–23
* 420 grade six through grade twelve in 2023–24

The CDE concludes that the multi-year financial plan is not fiscally viable due to negative ending fund balances of $281,168; $349,754; and $199,865 with no reserves for Fiscal Years (FYs) 2019–2020 through 2021–22, respectively.

The CDE notes that in April 2018, NewSchools Venture Fund made an investment in the amount of $215,000 to MLBLA, for the time period of April 2018 through June 2019, to plan for the opening of MLBLA. This amount is not currently in the budget submitted to CDE. Upon authorization, MLBLA will be screened for an additional investment of up to $455,000 to launch the school which would be disbursed over the time period from June 2019 through May 2022 (Attachment 9, pp. 1–3).

In addition, the MLBLA petitioner has secured a commitment letter dated April 5, 2018, that states Silicon Schools Fund has made grants of $250,000 and intends to provide $635,000 of future support to MLBLA over the next three years, provided the school continues to meet agreed upon performance goals (Attachment 8, p. 169). The CDE received clarification in an email dated September 17, 2018, which notes that the performance goals consist of the following (Attachment 10, p. 1):

* Approved charter
* Securing a facility
* Hired staff

Additionally, once the school opens, Silicon Schools Fund and MLBLA will agree on reasonable academic milestones. Although the $635,000 is conditional upon these milestones, the email states that since beginning grantmaking in 2012, Silicon Schools Fund has never had an instance where a grant has been terminated due to the grantee missing their milestones and have always followed through on commitments such as this.

The MLBLA petitioner has also applied for a Public Charter School Grant Program grant for $475,000. Those applications are still being reviewed. If the petition is awarded the grant, this will also need to be included in the revised budget as a condition prior to opening.

For these reasons, the CDE finds that the petitioner is demonstrably likely to implement the program set forth in the petition, provided they secure funding from Silicon Schools Fund and NewSchools Venture Fund.

## Required Number of Signatures

*EC* Section 47605(b)(3)

5 *CCR* Section 11967.5.1(d)

### Evaluation Criteria

For purposes of *EC* Section 47605(b)(3), a charter petition that “does not contain the number of signatures required by [law]” …, shall be a petition that did not contain the requisite number of signatures at the time of its submission …

**The petition does contain the required number of signatures at the time of its submission.**

### Comments

The MLBLA petition does contain the required number of teacher signatures at the time of its submission.

## Affirmation of Specified Conditions

*EC* sections 47605(b)(4) and (d)

5 *CCR* Section 11967.5.1(e)

### Evaluation Criteria

For purposes of *EC* Section 47605(b)(4), a charter petition that "does not contain an affirmation of each of the conditions described in (*EC* Section 47605[d])" …, shall be a petition that fails to include a clear, unequivocal affirmation of each such condition. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *EC* Section 47605(d).

| Criteria | Criteria Met |
| --- | --- |
| 1. [A] 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 California *Penal Code*. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, except that any 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.
 | Yes |
| 1. (A) A charter school shall admit all pupils who wish to attend the school.
2. If the number of pupils who wish to attend the charter school exceeds the charter school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis.
3. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.
 | Yes |
| 1. If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to *EC* Section 48200.
 | Yes |

**The petition does contain the required affirmations.**

### Comments

The MLBLA does contain the required affirmations (Attachment 3, pp. 3–5).

## Exclusive Public School Employer

*EC* Section 47605(b)(6)

5 *CCR* Section 11967.5.1(f)(15)

### Evaluation Criteria

The declaration of whether or not the district shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 [commencing with Section 3540] of Division 4 of Title 1 of the California *Government Code*), as required by *EC* Section 47605(b)(6), recognizes that the SBE is not an exclusive public school employer and that, therefore, the charter school must be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (EERA).

**The petition does include the necessary declaration.**

### Comments

The MLBLA does include the necessary declaration (Attachment 3, p. 3).

**THE 15 CHARTER ELEMENTS**

## 1. Description of Educational Program

*EC* Section 47605(b)(5)(A)

5 *CCR* Section 11967.5.1(f)(1)

### Evaluation Criteria

The description of the educational program …, as required by *EC* Section 47605(b)(5)(A), at a minimum:

| **Criteria** | **Criteria Met** |
| --- | --- |
| 1. Indicates the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges.
 | Yes |
| 1. Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an "educated person” in the twenty-first century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners.
 | Yes |
| 1. Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population.
 | Yes |
| 1. Indicates the basic learning environment or environments (e.g., site-based matriculation, independent study, community-based education, technology-based education).
 | Yes |
| 1. Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school’s pupils to master the content standards for the four core curriculum areas adopted by the SBE pursuant to *EC* Section 60605 and to achieve the objectives specified in the charter.
 | Yes |
| 1. Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.
 | Yes |
| 1. Indicates how the charter school will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations.
 | Yes |
| 1. Specifies the charter school’s special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of *EC* Section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school’s understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities.
 | Yes |

**The petition does overall present a reasonably comprehensive description of the educational program.**

### Comments

The MLBLA petition does overall present a reasonably comprehensive description of the educational program.

#### Educational Program

MLBLA’s mission is to develop the next generation of diverse leaders in San Francisco by preparing graduates to be successful leaders in college and career through a rigorous, pupil-centered academic program and a shared belief in leadership, equity, and community. The petition states that MLBLA is grounded in the three core values of community, equity, and leadership with three primary outcomes for its graduates: college and career ready, community connection, and leadership development. MLBLA believes that learning best occurs when pupils are engaged in rigorous, meaningful work; supported as individual learners; cared for in a positive learning environment; and valued as leaders of a community. The MLBLA school model contains the following three components: core instruction, learning studios, and a leadership course (Attachment 3, pp. 10–56).

#### Plan for Low-Achieving Pupils

The MLBLA petition states that pupils will be identified through a variety of assessments, such as diagnostic assessments in language arts and mathematics, reading assessments, writing samples, and questionnaires. The petition states that pupils will be considered low-achieving based on the following criteria:

* A pupil performs two grade levels below their current grade on interim and/or standardized assessments in reading and/or mathematics.
* Performing significantly below their grade-level peers on writing samples.
* A pupil is failing two or more classes as measured by interim assessments, weekly quizzes, and daily exit tickets.

MLBLA will utilize a three-tiered approach as a response to intervention for low-achieving pupils which include academic, behavioral, and social-emotional strategies (Attachment 3, pp. 56–58).

#### Plan for High-Achieving Pupils

The MLBLA petition states that pupils will be considered high-achieving based on the following criteria:

* A pupil performs two grade levels above their current grade on interim and/or standardized assessments in reading and/or mathematics.
* Performing significantly above their grade-level peers on writing samples.
* A pupil is exceeding expectations in two or more classes as measured by interim assessments, weekly quizzes, and daily exit tickets.

MLBLA will implement additional strategies to ensure that the needs of high-achieving pupils are met. The strategies will vary for each pupil depending on their personal learning profile (PLP) that will include, but are not limited to, the following (Attachment 3, pp. 58–59):

* Providing learning opportunities that meet and challenge the pupil’s development for all core content areas.
* Facilitating individual and small group projects developed to challenge the academically high-achieving pupil and extend learning beyond the classroom.
* Utilizing parent experts as mentors in relevant fields of study.
* Guiding pupils to develop their own learning goals and objectives in their PLP.

#### Plan for English Learners

The petition states that MLBLA will comply with all federal and state laws, including meeting all applicable legal requirements for ELs pertaining to annual notification to parents; pupil identification; placement; program options; EL and core content instruction; teacher qualifications and training; reclassification to fluent English proficient status; monitoring and evaluating program effectiveness; and standardized testing requirements. The MLBLA petition states the following three key structures that will support their ability to meet the needs of ELs: PLPs, increased time, and integrated curriculum. Additionally, the petition states the following instructional strategies that will support the success of ELs (Attachment 3, pp. 59–64):

* Relevant and purposeful core classes
* Small groups
* Learning studio

#### Plan for Special Education

The petition states that MLBLA will comply with all applicable state and federal laws in serving pupils with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the United States Department of Education Office for Civil Rights (OCR). The petition identifies a plan for special education pupils, including identification; assessment referrals; implementation of the Individualized Education Program; staffing; reporting; and due process (Attachment 3, pp. 64–76).

## 2. Measurable Pupil Outcomes

*EC* Section 47605(b)(5)(B)

5 *CCR* Section 11967.5.1(f)(2)

### Evaluation Criteria

Measurable pupil outcomes, as required by *EC* Section 47605(b)(5)(B), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Specify skills, knowledge, and attitudes that reflect the school’s educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.
 | No |
| 1. Include the school’s API growth target, if applicable.
 | Not Applicable |

**The petition does not present a reasonably comprehensive description of measurable pupil outcomes.**

### Comments

The MLBLA petition does not present a reasonably comprehensive description of measurable pupil outcomes (MPOs). The petition does not include a description of the MPOs for each subgroup of pupils. The petition states goals and outcomes for the following three core values: college and career ready, community connection, and leadership development. The MLBLA petition includes a table that outlines the goals, actions, measurable outcomes and method of measurement, and person(s) responsible for each of the eight state priorities (Attachment 3, pp. 94–104). However, the petition does not include measurable outcomes for each of the significant subgroups the petitioner proposes to serve, which include FRPM, SPED, ELs, and Latino subgroups (Attachment 3, pp. 26–27).

If approved by the SBE, as a condition for approval, the MLBLA petitioner will be required to revise the petition in order to reflect the SBE as authorizer and include the necessary language for Element 2–Measurable Pupil Outcomes by outlining the MPOs for the following significant subgroups the MLBLA petitioner proposes to serve: FRPM, SPED, EL, and Latino.

## 3. Method for Measuring Pupil Progress

*EC* Section 47605(b)(5)(C)

5 *CCR* Section 11967.5.1(f)(3)

### Evaluation Criteria

The method for measuring pupil progress, as required by *EC* Section 47605(b)(5)(C), at a minimum:

| **Criteria** | **Criteria Met** |
| --- | --- |
| 1. Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the measurable pupil outcomes.
 | Yes |
| 1. Includes the annual assessment results from the Standardized Testing and Reporting (STAR) program.
 | Not Applicable |
| 1. Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils’ parents and guardians, and for utilizing the data continuously to monitor and improve the charter school’s educational program.
 | Yes |

**The petition does present a reasonably comprehensive description of the method for measuring pupil progress.**

### Comments

The MLBLA petition does present a reasonably comprehensive description of the method for measuring pupil progress. The petition includes a table outlining the type of assessment, examples, purpose of assessment, and timeline for core instruction and learning studio (Attachment 3, pp. 105–106). The petition states that MLBLA teachers will be expected to analyze pupil data on a regular basis and will track pupil data using PLPs. Teachers will have the ability to track a pupil’s progress and identify additional support or areas for growth as well as have data review days at least once a month and participate in discussion of pupil work and progress. MLBLA is committed to using pupil performance data to refine and improve the educational program (Attachment 3, pp. 105–106).

## 4. Governance Structure

*EC* Section 47605(b)(5)(D)

5 *CCR* Section 11967.5.1(f)(4)

### Evaluation Criteria

The governance structure of the charter school, including, but not limited to, the process … to ensure parental involvement …, as required by *EC* Section 47605(b)(5)(D), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Includes evidence of the charter school’s incorporation as a non-profit public benefit corporation, if applicable.
 | Yes |
| 1. Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:
	1. The charter school will become and remain a viable enterprise.
	2. There will be active and effective representation of interested parties, including, but not limited to parents (guardians).
	3. The educational program will be successful.
 | Yes |

**The petition does present a reasonably comprehensive description of the school’s governance structure.**

### Comments

The MLBLA petition does present a reasonably comprehensive description of the school’s governance structure. The petition states that MLBLA will be a directly funded independent charter school and will operate as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter and has applied for tax-exempt status under Internal Revenue Code Section 501(c)(3). MLBLA shall be governed by the MLBLA Board of Directors which shall be ultimately responsible for the operation and activities of the school. The petition includes organizational charts and lists the roles and duties of the Board of Directors. The petition states that in the event MLBLA reaches a number (over 21) of ELs, an English Learner Advisory Committee (ELAC) will be established. Additionally, the petition states that MLBLA Advisory Board (MAB) will function as MLBLA’s school site council (SSC) and consist of parents, the Head of School, teachers, and pupils pursuant to *EC* Section 52852(b). Although the CDE recognizes that the MAB will function as the SSC, the election process and composition of the MAB must align with *EC* Section 52852(a). The language in the MLBLA petition that parents will have the opportunity to elect the MAB president and vice president (Attachment 3, pp. 108–114) conflicts with language pursuant to *EC* Section 52852(a), which states that the SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by the parents; and, in secondary schools, pupils selected by pupils attending the school.

If approved by the SBE, as a condition for approval, the MLBLA petitioner will be required to revise the petition in order to reflect the SBE as authorizer and include the necessary language for Element 4–Governance to include a statement that the MAB election process and group composition will be aligned with *EC* Section 52852(a).

## 5. Employee Qualifications

*EC* Section 47605(b)(5)(E)

5 *CCR* Section 11967.5.1(f)(5)

### Evaluation Criteria

The qualifications (of the school’s employees), as required by *EC* Section 47605(b)(5)(E), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health and safety of the school’s faculty, staff, and pupils.
 | Yes |
| 1. Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.
 | Yes |
| 1. Specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to, credentials as necessary.
 | Yes |

**The petition does present a reasonably comprehensive description of employee qualifications.**

### Comments

The MLBLA petition does present a reasonably comprehensive description of employee qualifications (Attachment 3, pp. 117–119).

## 6. Health and Safety Procedures

*EC* Section 47605(b)(5)(F)

5 *CCR* Section 11967.5.1(f)(6)

### Evaluation Criteria

The procedures …, to ensure the health and safety of pupils and staff, as required by *EC* Section 47605(b)(5)(F), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Require that each employee of the school furnish the school with a criminal record summary as described in *EC* Section 44237 and comply with *EC* Section 44830.1.
 | Yes |
| 1. Include the examination of faculty and staff for tuberculosis as described in *EC* Section 49406.
 | Yes |
| 1. Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.
 | Yes |
| 1. Provide for the screening of pupils’ vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.
 | Yes |

**The petition does present a reasonably comprehensive description of health and safety procedures.**

### Comments

The MLBLA petition does present a reasonably comprehensive description of health and safety procedures. The petition states that MLBLA will adopt and implement full health and safety procedures and risk management policies as well as an Emergency Preparedness Handbook 60 days prior to opening the school. The petition states that employees and contractors of MLBLA will be required to submit to a criminal background check and to furnish a criminal record summary as required by *EC* sections 44237 and 45125.1. Employees, and volunteers who have frequent or prolonged contact with pupils, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with pupils, and for employees at least once each four years thereafter, as required by *EC* Section 49406. The petition states that all enrolled pupils and staff will be required to provide records documenting immunizations and all rising seventh grade pupils must be immunized with a pertussis vaccine booster. Pupils shall be screened for vision, hearing, and scoliosis (Attachment 3, pp. 121-125).

## 7. Racial and Ethnic Balance

*EC* Section 47605(b)(5)(G)

5 *CCR* Section 11967.5.1(f)(7)

### Evaluation Criteria

Recognizing the limitations on admissions to charter schools imposed by *EC* Section 47605(d), the means by which the school(s) will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district …, as required by *EC* Section 47605(b)(5)(G), shall be presumed to have been met, absent specific information to the contrary.

**The petition does present a reasonably comprehensive description of means for achieving racial and ethnic balance.**

### Comments

The MLBLA petition does present a reasonably comprehensive description of the means for achieving racial and ethnic balance. The petition states that MLBLA will strive to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within San Francisco. The petition states that MLBLA will engage in a yearly self-evaluation process to ensure that it is closely mirroring the demographics of the district and will develop a clear pupil recruitment plan to ensure that MLBLA is made available to all pupils across SFUSD (Attachment 3, p. 126).

## 8. Admission Requirements, If Applicable

*EC* Section 47605(b)(5)(H)

5 *CCR* Section 11967.5.1(f)(8)

### Evaluation Criteria

To the extent admission requirements are included in keeping with *EC* Section 47605(b)(5)(H), the requirements shall be in compliance with the requirements of *EC* Section 47605(d)(2)(B) and any other applicable provision of law.

**The petition does present a reasonably comprehensive description of admission requirements.**

### Comments

The MLBLA petition does present a reasonably comprehensive description of admission requirements. The petition states that if the number of pupils who wish to attend MLBLA exceeds its capacity and attendance, it shall hold a public random drawing to determine admission for each impacted grade level with the exception of existing pupils, who are guaranteed admission in the following year. In accordance with *EC* Section 47605(d)(2), MLBLA shall offer admission preferences in the following order:

1. Siblings of pupils admitted to or attending MLBLA or siblings of graduates of MLBLA, residing within the boundaries of the district.
2. Children of teachers and staff currently employed at MLBLA (not to exceed 10 percent of enrollment).
3. Pupils who are eligible for FRPM and reside within the district.
4. Pupils who are currently enrolled in elementary schools in the Bayview or the Mission.
5. Pupils who are currently enrolled in the public elementary school and pupils who reside in the elementary school attendance area where MLBLA is physically located (for purposes of the Charter School Facility Grant Program).
6. Residents of the district.
7. All other applicants.

There is no weighted priority assigned to the preference categories; rather, within each grade level, pupils will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more pupils in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled (Attachment 3, pp. 127–131).

## 9. Annual Independent Financial Audits

*EC* Section 47605(b)(5)(I)

5 *CCR* Section 11967.5.1(f)(9)

### Evaluation Criteria

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the SBE’s satisfaction, as required by *EC* Section 47605(b)(5)(I), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Specify who is responsible for contracting and overseeing the independent audit.
 | No |
| 1. Specify that the auditor will have experience in education finance.
 | Yes |
| 1. Outline the process of providing audit reports to the SBE, CDE, or other agency as the SBE may direct, and specifying the timeline in which audit exceptions will typically be addressed.
 | Yes |
| 1. Indicate the process that the charter school(s) will follow to address any audit findings and/or resolve any audit exceptions.
 | Yes |

**The petition does not present a reasonably comprehensive description of annual independent financial audits.**

### Comments

The MLBLA petition does not present a reasonably comprehensive description of annual independent financial audits as the petition does not specify who is responsible for contracting and overseeing the independent audit (Attachment 3, p. 132).

If approved by the SBE, as a condition for approval, the MLBLA petitioner will be required to revise the petition in order to reflect the SBE as authorizer and include the necessary language for Element 9–Annual Independent Financial Audits to specify who is responsible for contracting and overseeing the independent audit.

## 10. Suspension and Expulsion Procedures

*EC* Section 47605(b)(5)(J)

5 *CCR* Section 11967.5.1(f)(10)

### Evaluation Criteria

The procedures by which pupils can be suspended or expelled, as required by *EC* Section 47605(b)(5)(J), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners’ reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.
 | Yes |
| 1. Identify the procedures by which pupils can be suspended or expelled.
 | Yes |
| 1. Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.
 | No |
| 1. Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school’s pupils and their parents (guardians).
 | Yes |
| 1. If not otherwise covered under subparagraphs (A), (B), (C), and (D):
2. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion.
3. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.
 | No |

**The petition does not present a reasonably comprehensive description of suspension and expulsion procedures.**

### Comments

The MLBLA petition does not present a reasonably comprehensive description of suspension and expulsion procedures.

Addressing evaluation criteria A, B, and D, the petition states that MLBLA will follow a comprehensive set of suspension and expulsion policies to ensure that the due process rights of pupils are met (Attachment 3, p. 133). The petition lists discretionary and non-discretionary offenses and procedures for suspension and expulsion (Attachment 3, pp. 136–147). Additionally, the petition states that MLBLA is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which pupils are subject to suspension or expulsion (Attachment 3, p. 134). The petition states that no pupil shall be involuntarily removed by MLBLA for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action (Attachment 3, p. 136).

Additionally, the petition states that a pupil may be expelled either by the neutral and impartial MLBLA Board of Directors following a hearing before it, or by the Board upon the recommendation of a neutral and impartial Administrative Panel, consisting of at least three members who are certificated and of the pupil nor a Board member (Attachment 3, p. 145). The CDE is unclear and, therefore, seeks clarification on the composition of the administrative panel.

Addressing evaluation criteria C and E, the MLBLA petition is not compliant with Federal law regarding interim alternative educational placement. The petition states that when an appeal relating to the placement of the pupil or the manifestation determination has been requested by either the parent or MLBLA, the pupil shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and MLBLA agree otherwise (Attachment 3, p. 151). 20 United States Code (U.S.C.) Section 1415(k)(3)(B)(ii)(II) allows a hearing officer to order a change in placement of a pupil with a disability to an appropriate interim alternative setting for not more than 45 days if the hearing officer determines that maintaining the current placement of such pupils is substantially likely to result in injury to the pupil or to others. MLBLA’s policy, which allows placing pupils in an interim alternative setting for a 45-day period prior to a determination by a hearing officer that the current placement of such pupils will result in injury to the pupil or others violates 20 U.S.C. Section 1415(k)(3)(B)(ii)(II). This would deny a pupil’s due process right to be heard prior to placing the pupil in an alternative education setting for 45 days. It should further be noted that under 20 U.S.C. Section 1415(k)(4)(B), the State or local educational agency shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing. This would allow for a maximum placement in an interim alternative educational setting pending a decision for no more than 30 school days.

If approved by the SBE, as a condition for approval, the MLBLA petitioner will be required to revise the petition in order to reflect the SBE as authorizer and the language for Element 10–Suspension and Expulsion Procedures regarding due process for suspension and expulsion and interim alternative educational placement to include the following:

* Recognize that 20 U.S.C. Section 1415(k)(3)(B)(ii)(II) allows a hearing officer to order a change in placement of a pupil with a disability to an appropriate interim alternative setting for not more than 45 days if the hearing officer determines that maintaining the current placement of such pupils is substantially likely to result in injury to the pupil or to others.
* Recognize that under 20 U.S.C. Section 1415(k)(4)(B), the State or local educational agency shall arrange for an expedited hearing to occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing, therefore, allowing for a maximum placement in an interim alternative educational setting pending a decision for no more than 30 school days.
* Clarification on the composition of the neutral and impartial Administrative Panel.

## 11. Teachers’ and Public Employees’ Retirement System, and Social Security Coverage

**California State Teachers’ Retirement System, California Public Employees’ Retirement System, and Social Security Coverage**

*EC* Section 47605(b)(5)(K)

5 *CCR* Section 11967.5.1(f)(11)

### Evaluation Criteria

The manner by which staff members of the charter schools will be covered by California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), or federal social security, as required by *EC* Section 47605(b)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.

**The petition does present a reasonably comprehensive description of CalSTRS, CalPERS, and social security coverage.**

### Comments

The MLBLA petition does present a reasonably comprehensive description of CalSTRS, CalPERS, and social security coverage. The petition states that MLBLA plans to provide all employees with a 403(b) retirement plan or similar to all employees, along with an employer match. All employees shall participate in federal social security. The petition states that MLBLA reserves the right to offer other retirement plans to employees, including, but not limited to, CalSTRS and CalPERS, pursuant to policies that may be adopted by the MLBLA Board of Directors. The Head of School will be responsible for ensuring that such retirement coverage is arranged for all employees (Attachment 3, p. 153).

## 12. Public School Attendance Alternatives

*EC* Section 47605(b)(5)(L)

5 *CCR* Section 11967.5.1(f)(12)

### Evaluation Criteria

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by *EC* Section 47605(b)(5)(L), at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

**The petition does present a reasonably comprehensive description of public school attendance alternatives.**

### Comments

The MLBLA petition does present a reasonably comprehensive description of public attendance alternatives (Attachment 3, p. 154).

## 13. Post-employment Rights of Employees

*EC* Section 47605(b)(5)(M)

5 *CCR* Section 11967.5.1(f)(13)

### Evaluation Criteria

The description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school, as required by *EC* Section 47605(b)(5)(M), at a minimum, specifies that an employee of the charter school shall have the following rights:

| Criteria | Criteria Met |
| --- | --- |
| 1. Any rights upon leaving the employment of an LEA to work in the charter school that the LEA may specify.
 | Yes |
| 1. Any rights of return to employment in an LEA after employment in the charter school as the LEA may specify.
 | Yes |
| 1. Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the SBE determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school.
 | Yes |

**The petition does present a reasonably comprehensive description of post-employment rights of employees.**

### Comments

The MLBLA petition does present a reasonably comprehensive description of post-employment rights of employees (Attachment 3, p. 155).

## 14. Dispute Resolution Procedures

*EC* Section 47605(b)(5)(N)

5 *CCR* Section 11967.5.1(f)(14)

### Evaluation Criteria

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter, as required by *EC* Section 47605(b)(5)(N), at a minimum:

| Criteria | Criteria Met |
| --- | --- |
| 1. Include any specific provisions relating to dispute resolution that the SBE determines necessary and appropriate in recognition of the fact that the SBE is not a LEA.
 | Yes |
| 1. Describe how the costs of the dispute resolution process, if needed, would be funded.
 | Yes |
| 1. Recognize that, because it is not a LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.
 | Yes |
| 1. Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with *EC* Section 47604.5, the matter will be addressed at the SBE’s discretion in accordance with that provision of law and any regulations pertaining thereto.
 | Yes |

**The petition does present a reasonably comprehensive description of dispute resolution procedures.**

### Comments

The MLBLA petition does present a reasonably comprehensive description of dispute resolution procedures.

The MLBLA petition states that the district may commence revocation of the charter and/or other appropriate action in accordance with *EC* Section 47607 and 5 *CCR* Section 11698.5.2 or other applicable law (Attachment 3, p. 157). The CDE notes the incorrect citation of law in the petition and that it should state 5 *CCR* Section 11968.5.2 rather than 5 *CCR* Section 11698.5.2.

The CDE notes that the MLBLA petitioner includes a letter, dated July 25, 2018, describing the changes to the MLBLA charter petition necessary to reflect the SBE as the authorizing entity and language for Element 14–Dispute Resolution Procedures (Attachment 5, pp. 1–2).

If approved by the SBE, as a condition for approval, the MLBLA petitioner will be required to revise the petition in order to reflect the SBE as authorizer and include the necessary language for Element 14–Dispute Resolution Procedures by adding the following:

* Recognize that, because it is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.
* Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with *EC* Section 47604.5, the matter will be addressed at the SBE’s discretion in accordance with that provision of law and any regulations pertaining thereto.
* Recognize that the SBE cannot be pre-bound to a contractual obligation to split the costs of mediation or agree to mediation to resolve disputes.
* The SBE may commence revocation of MLBLA and/or other appropriate action in accordance with *EC* Section 47607 and 5 *CCR* Section 11968.5.2.

## 15. Closure Procedures

*EC* Section 47605(b)(5)(O)

5 *CCR* Section 11967.5.1(f)(15)

### Evaluation Criteria

A description of the procedures to be used if the charter school closes, in keeping with *EC* Section 47605(b)(5)(O). The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

**The petition does include a reasonably comprehensive description of closure procedures.**

### Comments

The MLBLA petition does include a reasonably comprehensive description of closure procedures. The petition states that the closure of MLBLA will be documented by official action of the Board of Directors and will identify an entity and person or persons responsible for closure-related activities. MLBLA will prepare final financial records and have an independent audit completed within six months after closure of the MLBLA. The petition states that all assets of MLBLA will remain the sole property of MLBLA, and, upon the dissolution of the nonprofit benefit corporation, shall be distributed in accordance with the Articles of Incorporation. MLBLA shall remain solely responsible for all liabilities arising from the operation of MLBLA (Attachment 3, pp.158–159).

**ADDITIONAL REQUIREMENTS UNDER *EDUCATION CODE* SECTION 47605**

## Standards, Assessments, and Parent Consultation

*EC* sections 47605(c)(1) and (2)

5 *CCR* Section 11967.5.1(f)(3)

### Evaluation Criteria

Evidence is provided that:

| Criteria | Criteria Met |
| --- | --- |
| 1. The school shall meet all statewide standards and conduct the pupil assessments required pursuant to *EC* sections 60605, 60851, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.
 | Yes |
| 1. The school shall, on a regular basis, consult with their parents and teachers regarding the school’s educational programs.
 | Yes |

**The petition does provide evidence addressing the requirements regarding standards, assessments, and parent consultation.**

### Comments

The MLBLA petition does provide evidence addressing the requirements regarding standards, assessments, and parent consultation. The petition states that MLBLA shall meet all statewide standards and conduct the pupil assessments required, pursuant to *EC* sections 60605 and 60851, and any other statewide standards authorized in statute, or pupil assessments applicable to pupils in non-charter public schools (Attachment 3, p. 3). The petition states that MLBLA has made it a priority in its mission to encourage parent participation throughout the school and in its instructional programs. Additionally, the petition states that the MAB will function as the school’s SSC and that an ELAC will be established as necessary (Attachment 3, pp. 112–114).

## Effect on Authorizer and Financial Projections

*EC* Section 47605(g)

5 *CCR* Section 11967.5.1(c)(3)(A–C)

### Evaluation Criteria

…[T]he petitioners [shall] provide information regarding the proposed operation and potential effects of the school, including, but not limited to:

| Criteria | Criteria Met |
| --- | --- |
| * The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.
 | Yes |
| * The manner in which administrative services of the school are to be provided.
 | Yes |
| * Potential civil liability effects, if any, upon the school and the SBE.
 | Yes |
| The petitioners have provided financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.  | Yes |

**The petition does provide the required information and financial projections.**

### Comments

The MLBLA petition does provide the required information and financial projections (Attachment 3, pp. 162–164 and Attachment 4).

## Teacher Credentialing

*EC* Section 47605(l)

5 *CCR* Section 11967.5.1(f)(5)

### Evaluation Criteria

Teachers in charter schools shall be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold …It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, non-college preparatory courses.

**The petition does meet this requirement.**

### Comments

The MLBLA petition does meet this requirement (Attachment 3, pp. 4, 64, and 119).

## Transmission of Audit Report

*EC* Section 47605(m)

5 *CCR* Section 11967.5.1(f)(9)

### Evaluation Criteria

A charter school shall transmit a copy of its annual independent financial audit report for the preceding fiscal year … to the chartering entity, the Controller, the county superintendent of schools of the county in which the charter is sited …, and the CDE by December 15 of each year.

**The petition does address this requirement.**

### Comments

The MLBLA petition does address this requirement (Attachment 3, p. 132).

## Goals to Address the Eight State Priorities

*EC* Section 47605(b)(5)(A)(ii)

### Evaluation Criteria

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

**The petition does not address this requirement.**

### Comments

The MLBLA petition does not address this requirement. The petition does not include a description of the MPOs for each subgroup of pupils. The petition states goals and outcomes for the following three core values: college and career readiness, community connection, and leadership development. The MLBLA petition includes a table that outlines the goals, actions, measurable outcomes and method of measurement, and person(s) responsible for each of the eight state priorities (Attachment 3, pp. 94–104). However, the petition does not provide measurable outcomes for each of the significant subgroups the petitioner proposes to serve which include FRPM, SPED, ELs, and Latino subgroups (Attachment 3, pp. 26–27).

If approved by the SBE, as a condition for approval, the MLBLA petitioner will be required to revise the petition in order to reflect the SBE as authorizer and include the necessary language for Goals to Address the Eight State Priorities by outlining the MPOs for the following significant subgroups the MLBLA petitioner proposes to serve: FRPM, SPED, EL, and Latino.

## Transferability of Secondary Courses

*EC* Section 47605(b)(5)(A)(iii)

### Evaluation Criteria

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

**The petition does address this requirement.**

### Comments

The MLBLA petition does address this requirement. The petition states that in the Student and Family Handbook, parents will be notified of the transferability of courses to other public middle and high schools as well as of the eligibility of courses to meet college entrance requirements (Attachment 3, p. 54).