



Chico Unified School District

Charter School Annual Oversight Checklist

Charter School Blue Oak Charter School Date 10/1/2019

1. GENERAL REQUIREMENTS

In the column to the right indicate a finding of Y (yes), N (no), or N/A (not applicable) in response to each question below.		Y N N/A	Use the space below to comment on the item and/ or to indicate where information used to make the Y/N determination can be found.	Date(s) Completed
A. Authorizer Requirements				
1.	Has Authorizer identified its staff person who is a contact person for the Charter School? [EC 47604.32 (a)]	Y	Susan Domenighini, Executive Director or Tess Slaton, Executive Assistant	10/1/2019
2.	Has a schedule or plan been made to visit the Charter School at least annually? [EC 47604.33]	N	TBD	
3.	Has Authorizer identified the individual or entity responsible for ensuring that Charter School submits all fiscal reports required by law? [EC 47604.33]	N	TBD	
4.	Has Authorizer identified the individual or entity responsible for monitoring the fiscal condition of the Charter School? [EC 47604.32(d)]	N	TBD / Jalyn Kruger	
5.	If applicable, have legally required notifications pursuant to EC 47604.32 been provided to CDE in a timely manner:			
a)	A renewal of the Charter School is granted or denied?	Y	2018 - 2023	
b)	The Charter School is revoked?	N/A		
c)	The Charter School will cease operation for any reason?	N/A		
6.	Has the authorizer identified the individual or entity responsible for ensuring that the charter school completes all data submissions as required by law? [EC 47604.32(c)]	Y	Ashley Da Silva, BCOE SIS Data Coordinator	8/1/2019
B. Charter School Education Code Requirements				
1.	Have material revisions made to the approved charter been approved by the governing board of the Charter School and the Chico Unified School Board?	N/A	N/A	
2.	Has the Charter School upheld the assurances in their charter petition - listed in EC 47605(d) stating that the Charter School:			
a)	Shall be nonsectarian in programs admission policies, employment practices, and all other operations	Y	Written in our Charter	7/1/2019

b)	Shall not charge tuition	Y	Written in our Charter	7/1/2019
c)	Shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability	Y	Written in our Charter	7/1/2019
d)	Shall admit all students who reside in California who wish to attend (up to the Charter School's capacity based upon space, staff, or Charter School policy)	Y	Contiguous counties only, written in our Charter	7/1/2019
e)	Shall determine by public random drawing, which students, other than those already enrolled, will be allowed to enroll if the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity	Y	Written in our Charter	7/1/2019
f)	Shall, in the event of a drawing, make reasonable efforts to accommodate the growth of the Charter School and not take any action to impede the Charter School from expanding enrollment to meet demand	Y	Written in our Charter	7/1/2019
g)	Shall notify the superintendent of the Charter School district of the pupil's last known address within 30 days if a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason	Y	Written in our Charter	7/1/2019
h)	Shall, upon request, provide the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information	Y	Written in our Charter	7/1/2019
3.	Is there evidence that the Charter School is providing supports and services that are consistent with its stated mission?	Y	Block plan, SST process, special programs including: 504 plans, IEP's	7/1/2019

C. Memorandum of Understanding

1.	Is there a current MOU on file?	Y		7/1/2019
2.	What school years does the current MOU cover?	Y	2018 - 2023	7/1/2019

D. To be completed by Team Leader

Comments: The stated mission of Blue Oak School is "To nurture and deepen each child's academic and creative capacities using Waldorf Methods in a public school setting." Blue Oak School delivers this mission by administering a rich academic, music and arts program using the Waldorf methods in a public school setting with a diverse population of students. (As described in the 'Unique Aspects' section of the Educational Program described in the charter page 15)

Review conducted by:

Susan Domenighini

Print Name



Signature

10/10/19

Date



Chico Unified School District

Charter School Annual Oversight Checklist

Charter School Blue Oak Charter School Date 10/1/2019

This section to be completed by Team Leader

2. FISCAL AND BUSINESS OPERATIONS

In the column to the right indicate a finding of Y (yes), N (no), or N/A (not applicable) in response to each question below.		Y N N/A	Use the space below to comment on the item and/ or to indicate where information used to make the Y/N determination can be found.	Date(s) Completed
A. Student Attendance				
1.	What attendance accounting system is used?	Y	We moved from PowerSchool to Aeries in August of 2019	8/1/2019
2.	Has the charter school obtained approval of its attendance forms and procedures from the CDE in accord with EC44809 and 5 CCR, Section 401?	Y	Our registrar has been responsible for overseeing this function. She has spent time training with Ashley Da Silva from BCOE and attended an Aeries conference.	7/1/2019
3.	Does the staff person primarily responsible for attendance reporting appear to be adequately trained?	Y	Our Attendance Clerk has received training with our registrar.	7/1/2019
4.	Are there approved policies addressing student attendance, including short-term Independent Study?	N/A	Addressed in separate fiscal MOU	
5.	Is there an approved Charter School calendar?	Y	Yes, please see attached calendar.	7/1/2019
6.	Is there an approved class (bell) schedule?	Y	Yes, please see attached for schedules for regular and minimum days.	7/1/2019
7.	Is there a process to monitor compliance with the minimum instructional minute requirements? Who is responsible?	Y	The calendar is created by the leadership team. It is approved by the Charter Council annually. The instruction minutes are audited annually.	7/1/2019
8.	Is there a minimum of 175 instructional days?	Y	Yes, the school days are currently 177	7/1/2019
9.	Does the Charter School maintain a class list for all students?	Y	Yes, through Aeries.	7/1/2019
10.	Is attendance taken daily by individual responsible for reporting attendance?	Y	Classroom teachers take attendance daily through their chrome books.	7/1/2019
11.	Are absences excluded from the apportionment days?	N/A	Addressed in separate fiscal MOU	
12.	Is there a process to compile school wide ADA	Y	Yes, through Aeries.	7/1/2019

13.	Has ADA only been claimed for teachers who hold an appropriate certificate, permit or other document issued by CTC? [EC 47605(l)]	N/A	Addressed in separate fiscal MOU	
Student Attendance- Independent Study				
14.	Are records maintained for audit?	Y	Yes, these are kept in the office of the Registrar	7/1/2019
15.	Does the independent study ADA appear to meet all state requirements?	Y	Yes.	7/1/2019
16.	Does the charter school meet the requirement related to the ratio of ADA to full-time equivalent (FTE) certificated employees as prescribed under 5CCR 11704.25-to-1, or; The ratio of pupils to FTE certificated employees for all other educational programs operated by the largest unified school district, as measured by average daily attendance, as reported at the second principal apportionment in the prior year, in the county or counties in which the charter school operates?	Y	Yes.	7/1/2019
17.	Does the Charter School adhere to the geographic restrictions set forth in EC 7605.1(c)?	N/A	Addressed in separate fiscal MOU	
18.	Does the Charter School have written policies related to Independent Study that reflect compliance with EC 51747?	N/A	Addressed in separate fiscal MOU	
19.	Does the Charter School have records that demonstrate adherence to policies related to EC 51747?	N/A	Addressed in separate fiscal MOU	
B. Cash Receipts				
1.	Are there approved policies addressing cash receipts?	Y	Yes, see Fiscal Policies and Cash Handling Procedures.	7/1/2019
2.	Are receipts issued for all monies received?	Y	Yes, see Fiscal Policy	7/1/2019
3.	Is an audit trail maintained to assure deposit of all monies?	N/A	Addressed in separate fiscal MOU	
4.	Is cash stored in a secure place prior to deposit?	Y	Yes, in the Business Office, with a secure locked safe.	7/1/2019
5.	Are deposits made in a timely manner?	N/A	Addressed in separate fiscal MOU	
6.	Is cash counted by at least two employees, and both or all of these employees are required to sign documentation?	Y	Front office staff supports the Business Office Assistant	7/1/2019
7.	Is there a segregation of duties for receipt of monies, deposit of monies, and reconciliation of bank statements?	Y	Yes. All funds are accepted and receipted at the front office. Deposits are prepared by the Business Office Assistant, and statement reconciliation is done by back office provider TBD.	7/1/2019
8.	Are records maintained for audit?	N/A	Addressed in separate fiscal MOU	
C. Disbursements				

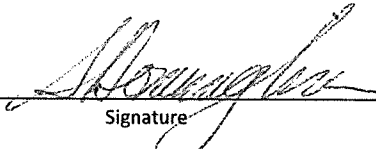
1.	Are there approved policies addressing disbursements?	Y	Yes.	7/1/2019
2.	Do disbursements require:			
a)	An original invoice from the vendor?	Y	Yes.	7/1/2019
b)	A receiving document?	Y	Yes.	7/1/2019
c)	Appropriate approval of the purchase?	Y	Yes.	7/1/2019
3.	Does the accounting software permit encumbrances to be made?		TBD	7/1/2019
4.	Are checks signed by authorized employees?	Y	Yes. Checks are only signed by our Executive Director.	7/1/2019
5.	How many signatures are required for outgoing checks?	Y	One.	7/1/2019
6.	Is a signature stamp used, and if yes, under what circumstances?	Y	Used by back office provider, TBD	7/1/2019
7.	Is there a system to maintain vendor payment information for preparation of 1099s?	Y	Addressed in separate fiscal MOU	
8.	Is there a segregation of duties between purchasing, receiving, and accounts payable?	Y	Yes.	7/1/2019
9.	Are disbursements approved/ratified by the Council?	Y	Yes, the check register is reviewed on a monthly basis by the Charter Council.	7/1/2019
10.	Are records maintained for audit?	Y	Addressed in separate fiscal MOU	
D. Records Retention				
1.	Do records retention policies comply with California Code of Regulations (CCR) Title 5, sections 16023-16026 have been established for student records, federal grants, or in preparation for school closing?		Yes. Follow education code, Charter School Accounting and Best Practices Manual by FCMAT	7/1/2019
E. Payroll				
1.	Is approved salary schedule reflected in the board minutes?	Y	Yes, please see attached.	7/1/2019
2.	Are tax deposits made in a timely manner?	Y	Paybridge in the interim, TBD	7/1/2019
3.	Are earnings recorded for retirement reporting to Social Security, PERS, STRS?	Y	Addressed in separate fiscal MOU	
4.	Is there a system to provide STRS and PERS data to the BCOE?	Y	Addressed in separate fiscal MOU	
5.	Is there a system to maintain employee earning records for preparation of W-2s?	Y	Addressed in separate fiscal MOU	
6.	Is there segregation of duties between maintenance of employee data, salary schedules, and payroll payments?	Y	Yes	7/1/2019
7.	Are records maintained for audit?	Y	Addressed in separate fiscal MOU	
8.	Does the charter school use a position control system or spreadsheet that reconciles with budget and payroll?	Y	Yes.	7/1/2019
9.	Are salaries for the central office staff comparable to those of charter or school districts of similar size and structure?	Y	Yes.	7/1/2019

F. Budget, Accounting, and Financial Reporting				
1.	Are there approved policies addressing budget, long-term debt, accounting and financial reporting?	Y	Yes. Please refer to Fiscal Policies.	7/1/2019
2.	Has the budget been approved by the governing board?	Y	Yes. Approved by Board and forwarded to CUSD.	7/1/2019
3.	Is there a process to review and revise the budget for changes in student enrollment and operations?	Y	Yes. Budget is reviewed by the Finance Committee and Charter Council.	7/1/2019
4.	Are budget revisions approved/ratified by the governing board?	Y	Yes.	7/1/2019
5.	Are financial obligations provided for in the budget?	Y	Yes.	7/1/2019
	a. Does the charter school maintains a list of short- or long-term debt obligations.	Y	Yes.	7/1/2019
6.	Are separate accounts maintained for unrestricted and restricted revenues and expenditures and expenditures in accordance with California School Accounting Manual (CSAM)?	Y	Yes.	7/1/2019
7.	Are financial reports prepared and reviewed by the Council on a regular basis?	Y	Yes. Charter Council reviews reports monthly after the Finance Committee has reviewed them.	7/1/2019
	a. What financial system does the charter school use for accounting and financial reporting?		TBD	7/1/2019
8.	Are financial reports provided to the BCOE on a regular basis?	Y	Addressed in separate fiscal MOU	8/1/2018
9.	Are cash flow projections prepared and updated on a regular basis to assure sufficient funds are available to meet the Charter School’s financial obligations?	Y	Yes. Reports by TBD are regularly monitored by the Business Office Assistant.	7/1/2019
	a. The charter school’s financial condition is such that it will not require short-term borrowing for the current fiscal year from the sale of receivables or other financing mechanisms.	N	We have borrowed.	7/1/2019
	b. What level of funding will be required to sustain the charter school’s cash flow to meet its current financial obligations?		TBD	7/1/2019
	c. What is the source of repayment?		Receivable	7/1/2019
10.	Are cash flow projections provided to the BCOE on a regular basis? CUSD	Y	Addressed in separate fiscal MOU	
F. Audit				
1.	Which audit firm from the state-approved list has been selected?			
			Clifton, Larson, Allen, LLP	
2.	Has an audit schedule/timeline been developed and was the annual audit		Yes. Ongoing	7/1/2019

	submitted on or before December 15 of the subsequent fiscal year?			
3.	Has a copy of the audit for the prior year been provided to BCOE, the state controller's office and the California Department of Education?	Y	Yes.	7/1/2019
4.	Has a corrective plan of action been developed and implemented for each finding and recommendation? Has the action plan been presented to the governing board by January 31 each year in accordance with EC 41020.3. Request a copy	N/A	No findings	7/1/2019
5.	Have the prior year findings and recommendations been implemented?	N/A		7/1/2019
6.	Are records maintained for audit?	Y		7/1/2019
7.	Verify that the Charter School is up-to-date with payments due for insurance coverage and that the coverage continues to be consistent with the common practice for enterprises of like magnitude.	Y	Accounts payable shows that payments have been made.	7/1/2019
8.	Has the accounting system used to record financial transactions is in accordance with EC 41010 and includes definitions, instructions and procedures published in the CSAM?	Y	Yes	7/1/2019
G. Financial Condition				
1.	Is a prudent level of reserves maintained for economic uncertainties?	Y	See Budget	7/1/2019
2.	Are multi-year financial projections prepared?	Y	Yes	7/1/2019
3.	Are the projections and assumptions reasonable?	Y	Yes	7/1/2019
4.	Have all long-term debt obligations been included in the multi-year financial projection?	Y	Yes	7/1/2019
5.	Based on the projections, will the Charter School be able to meet its financial obligations and maintain a prudent level of reserves in the current and two subsequent fiscal years?	Y	Yes	7/1/2019
H. Equipment Inventory				
1.	Are there approved policies addressing the purchase and maintenance of equipment?	Y	Yes	7/1/2019
2.	Is an equipment inventory:			
a)	Maintained?	Y	Yes	7/1/2019
b)	Physically on site?	Y	Yes	7/1/2019
3.	Is equipment purchased with federal funds identified?	Y	Yes	7/1/2019

4.	Are records maintained for audit purposes?	Y	Yes	7/1/2019
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I. Summary statements				
1.	Ensure that Charter School complies with and submits all fiscal reports required by law [EC 47604.33]	Y	Yes, but back office provider is TBD at this time.	7/1/2019
2.	Review required fiscal reports as specified in the Charter's MOU and chartering documents. These documents include the budget which specifies the ending fund balance, cash flow projection and assumptions, multi-year projection, budget narrative and budget assumptions.	N/A	Addressed in separate fiscal MOU	7/1/2019
3.	Review the September 15 th final unaudited report for the full prior year. The chartering authority shall use any financial information it obtains from the charter school to assess the fiscal condition of the charter school pursuant to subdivision (d) of EC 47604.32.	N/A	Addressed in separate fiscal MOU	7/1/2019
4.	Review the September 15 th final unaudited report for the full prior year. The chartering authority shall use any financial information it obtains from the charter school to assess the fiscal condition of the charter school pursuant to subdivision (d) of EC 47604.32.	N/A	Addressed in separate fiscal MOU	7/1/2019
5.	Review the independent audit report received by December 15th. (EC 47605(m))	Y		7/1/2019
6.	Verify that the Charter School's plans and systems to manage its business affairs are reasonable and are operating effectively; e.g. payroll, purchasing, grants, contributions, any other financial transactions, and inventory	Y		7/1/2019

J. To be completed by Team Leader				
Comments:				
Review conducted by:				
Susan Domenighini				10/10/2019
Print Name		Signature		Date



Chico Unified School District

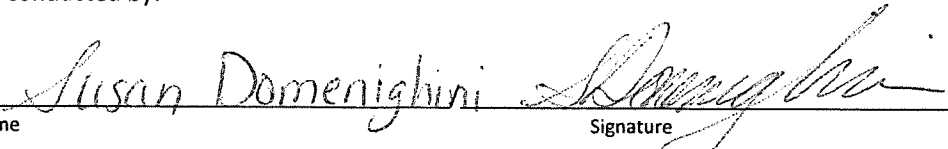
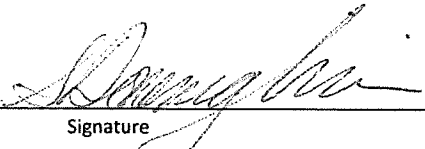
Charter School Annual Oversight Checklist

Charter School Blue Oak Charters School Date 10/1/2019

3. EDUCATIONAL PROGRAM AND ONGOING ASSESSMENT

In the column to the right indicate a finding of Y (yes), N (no), or N/A (not applicable) in response to each question below.		Y N N/A	Use the space below to comment on the item and/or to indicate where information used to make the Y/N determination can be found.	Date(s) Completed
A. Educational Program				
1.	Is the Charter School following its curricular and instructional plan as presented in the approved Charter petition?	Y		All ongoing
2.	Is the Charter School staffing sufficient to carry out the educational program?	Y		
3.	Are students who are achieving either significantly below or significantly above grade level receiving instruction that addresses their learning differences?	Y	Leadership team and grade level PLC teams review data and strategize.	
4.	Are parents of high School students informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements?	N/A		
5.	Is the Charter School implementing a framework for instructional design that is aligned with the needs of the students identified as the target population in the approved charter petition?	Y		
6.	Has the Charter School sought WASC accreditation?	N/A		
7.	Does a cross-reference with the budget indicate that there is sufficient funding to operate the program delineated in the charter petition as addressing the mission of the Charter School?	Y		
B. Services to Special Populations –				
The charter school also completes an internal Special Education Review which is submitted to the team leader.				

1.	Has the Charter School adopted policies and practices that reflect compliance with all laws related to the provision of Special Education including: a. Appropriate placement for students who are enrolling with IEPs. b. Referral and assessment of students suspected of requiring special education and related services. c. Compliance with timelines related to special education.		Yes.	
2.	Are students who are identified as eligible for special education receiving services required by their IEPs?	Y	Yes.	
3.	Does the charter school provides for the inclusion of all required members in IEP team meetings?	Y	Yes.	
4.	Does the charter school have a plan for providing transportation for special education students who require this related service?	Y	Yes.	
5.	Does Charter School have a process for determining a student's eligibility for services under Section 504?	Y	Yes.	
6.	Does Charter School develop and implement accommodation plans for students who are 504 eligible?	Y	Yes.	
7.	Does Charter School ensure that Special Education funds are not used to serve students identified under Section 504?	Y	Yes.	
8.	Does the Charter School follow a process for identification and reclassification of students who are English Learners?	Y	Yes.	
C. Curricular Materials				
1.	Is the Charter School aligning instructional materials to state standards?	Y	Yes.	
2.	Is the Charter School utilizing instructional materials that address the specific needs of Special Education students?	Y	Yes.	
3.	Is the Charter School utilizing instructional materials that address the specific needs of English Learners?	Y	Yes.	
4.	Does the Charter School refrain from the use of faith-based instructional materials?	Y	Yes.	
D. Professional Development & Teacher Qualifications				
1.	Has Charter School staff received legally required trainings?	Y	Yes, Mandated Reporting, blood borne pathogens, pesticide use and sexual harassment.	
2.	Is Charter School staff provided opportunities for professional development necessary to carry out the instructional program?	Y	Teachers attend annual training and all staff engage in in-services around behavior and other school aid programs at the monthly all staff meetings.	
3.	Are students identified as Special Education and/or English Learner receiving services from teachers holding the legally required credentials, certificates, and/or authorizations?	Y	Yes.	
4.	Does a cross-reference of the master schedule and teacher credentials ensure that core subjects are being taught by qualified teachers?	Y	Yes.	

5.	Does the Charter School have an ongoing professional development program to ensure that teaching and non-teaching staff maintain the skills required for the performance of their jobs?	Y	Yes, professional development is funded and encouraged for teachers and other staff	
6.	Does the Charter School participate in trainings that are made available through the sponsoring LEA?	Y	Yes, ELD.	
E. Ongoing Assessment				
1.	Is the Charter School participating in the state testing as required for all K-12 schools in California?	Y	CAASPP testing / ELPAC	
2.	Does a review of pupil achievement data indicate that the Charter School is on target for meeting renewal requirements as set forth in EC 47607(b)?	Y	Yes.	
3.	Has the Charter School submitted a SARC containing required elements?	Y	Yes.	
4.	Regarding state testing: a. Does the charter school have evidence of training, dated sign in sheet? b. Are all the affidavits signed and kept for one year? c. Have they addressed security appropriately; double locked cupboard or room with locked cupboard?	Y	a and b yes, c N/A	
5.	Is student achievement data regularly reported to parents and staff?	Y	Yes.	
6.	Is the Charter School implementing a plan for collecting, analyzing, and reporting data on pupil achievement and utilizing the data continuously to monitor and improve the Charter School's educational program?	Y	Yes.	
7.	(See guidance below)			
* (CDE Guidance)				
8.	(See guidance below)			
* (CDE Guidance)				
D. To be completed by Team Leader				
<p>Review conducted by:</p> <p>  </p> <p> Print Name: Susan Domenighini Signature:  Date: 10/10/2019 </p>				



Chico Unified School District Oversight & Monitoring Checklist

Charter School Blue Oak Charter School Date 10/1/2019

3.a. EDUCATIONAL PROGRAM: Local Control Accountability Plan*

In the column to the right indicate a finding of Y (yes), N (no), U (unknown), or N/A (not applicable) in response to each question below.	Y N U N/A	<i>Use the space below to comment on the item and/or to indicate where information used to make the Y/N determination can be found.</i>	If correction required; date(s) completed
A. Timely Submission			
1. Did the Charter School submit an LCAP (or annual update) by July 1 st ?	Y	See attached LCAP	7/1/19
2. Did the Charter School use the SBE LCAP template?	Y	We are using in the most current template	7/1/19
3. Was signed certification included indicating Charter School governing board approval prior to submission?	Y	The LCAP was submitted and approved by the Charter Council for submission to CUSD on	7/1/19
B. Stakeholder Engagement			
1. Did the Charter School consult with the following groups in developing the LCAP? (Cal. Ed. Code §47606.5(e))	Y	<i>Evidence of consultation may include dates and descriptions of events, identifying various stakeholder groups consulted and outreach methods employed.</i>	
a. Teachers	Y	Spring 2019 Survey; Community Cafe and All Staff	5/1/19
b. Principals	Y	Spring 2019 Survey; Community Cafe and All Staff	5/1/19
c. Administrators	Y	Spring 2019 Survey; Community Cafe and All Staff	5/1/19
d. Other school personnel	Y	Spring 2019 Survey; Community Cafe and All Staff	5/1/19
e. Parents	Y	Spring 2019 Survey; Community Cafe and All Staff	5/1/19
f. Pupils	Y	Spring 2019 Survey; Community Cafe and All Staff	5/1/19
2. Were events publicized in a manner likely to be effective (media, languages)?	Y	Spring 2019 Survey; Community Cafe and All Staff	5/1/19
3. Did Charter School governing board members receive stakeholder input directly?	Y	Spring 2019 Survey; Community Cafe and All Staff	5/1/19
C. Goals and Progress Indicators			
1. Does the Charter School LCAP include identified needs and metrics?	Y		5/1/19

2.	Does the Charter School LCAP address all applicable state priorities? (Cal. Ed. Code §47605(b)(5)(ii) and §47605.6(b)(5)(ii))		<i>Far right column of template references state priorities.</i>	
a.	Priority 1: credentials, materials and facilities	Y	See attached LCAP	5/1/19
b.	Priority 2: academic standards, incl. EL	Y	See attached LCAP	5/1/19
c.	Priority 3: parental involvement	Y	See attached LCAP	5/1/19
d.	Priority 4: pupil achievement	Y	See attached LCAP	5/1/19
e.	Priority 5: pupil engagement	Y	See attached LCAP	5/1/19
f.	Priority 6: school climate	Y	See attached LCAP	5/1/19
g.	Priority 7: course of study	Y	See attached LCAP	5/1/19
h.	Priority 8: other pupil outcomes	N/A		
i.	School priorities (optional)	N/A		
2.	If all priorities are not addressed, is this reasonably justified by grades served and/or the nature of the program operated? (Charter schools only)	N/A	See attached LCAP	
3.	Are school wide goals included for applicable priorities? (Separate subgroup goals optional for 2014)	Y	See attached LCAP	5/1/19
4.	Are all numerically significant racial/ethnic subgroups listed, based on prior year demographic data? (Cal. Ed. Code §52052)	Y	See attached LCAP	5/1/19
5.	Are all numerically significant educationally disadvantaged subgroups listed, based on prior year demographic data? (Cal. Ed. Code §52052)	Y	See attached LCAP	5/1/19
b.	Socioeconomically disadvantaged (req. if at least 30; optional below 30)	Y	See attached LCAP	5/1/19
c.	English learners (req. if at least 30; optional below 30)	N/A	Not a significant subgroup	
d.	Pupils with disabilities (req. if at least 30; optional below 30)	N/A	Not a significant subgroup	
e.	Foster youth (req. if at least 15; optional below 15)	N/A	Not a significant subgroup	
6.	Where achievement gaps are identified from prior year data, are separate goals included for identified subgroups?	Y		5/1/19
D. Actions, Services and Expenditures				
1.	Are specific annual actions identified for each goal? (Cal. Ed. Code §47606.5)	Y		5/1/19
2.	Are anticipated expenditures listed and described for the annual actions?	Y		5/1/19

3.	Does the description of expenditures for the annual actions include where those expenditures can be found in the budget?	Y		5/1/19
4.	Are the funding sources for anticipated expenditures for annual actions identified?	Y		5/1/19
5.	Are specific <u>additional</u> annual actions identified for each goal for <u>educationally disadvantaged students</u> ?	N/A	Blue Oak is a school wide Title 1 program.	
6.	Are anticipated expenditures listed and described for the <u>additional</u> annual actions?	Y		5/1/19
7.	Does the description of expenditures for the <u>additional</u> annual actions include where those expenditures can be found in the budget?	Y		5/1/19
8.	Are the funding sources for anticipated expenditures for <u>additional</u> annual actions identified?	Y		5/1/19
9.	Is the narrative description of the expenditure of supplemental and concentration revenue reasonable and consistent with the table/s of annual actions?	Y		5/1/19
10.	Is the use of funds in a charter-wide manner justified by the LCAP description?	Y		5/1/19
11.	Does the narrative description of services for educationally disadvantaged students demonstrate how such services will increase or improve in proportion to increased funding? (<i>Charter schools need not reference specific % relative to specific restricted funds.</i>)	Y		5/1/19

E. CONSISTENCY WITH ANNUAL BUDGET

1.	Is the amount of supplemental and concentration revenue ("increase in funds") described in the LCAP consistent with the July 1 st annual budget?	Y		5/1/19
2.	Are the annual actions in the LCAP consistent with the Charter Alternative Form budget assumptions worksheet (i.e., class size, schedule or calendar changes, staffing ratios, new positions)?	Y		5/1/19
3.	Are the expenditures associated with the annual actions, as shown on the LCAP expenditures worksheet, consistent with the amounts in the budget?	Y		5/1/19

Charter School Blue Oak Charter School

Desk Review Date 10/1/19

Review conducted by:

Susan Domenighini , [Signature] , 10/10/2019
Print Name Signature Date

* California Education Code §47604.32 states: "Each chartering authority, in addition to any other duties imposed by this part, shall do all of the following with respect to each charter school under its authority: ...

(c) Ensure that each charter school under its authority complies with all reports required of charter schools by law, including the annual update required pursuant to Section 47606.5."



Chico Unified School District

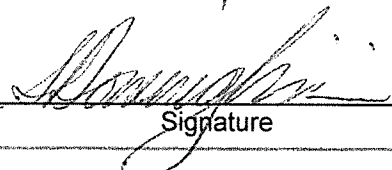
Charter School Annual Oversight Checklist

Charter School Blue Oak Charter School Date 10/1/2019

4. FACILITIES AND OPERATIONS

In the column to the right indicate a finding of Y (yes), N (no), or N/A (not applicable) in response to each question below.	Y N N/A	Use the space below to comment on the item and/ or to indicate where information used to make the Y/N determination can be found.	Date(s) Completed
A. Facilities Adequacy to Meet Educational Program Requirements			
1. Is there a designated staff person responsible for overseeing facilities maintenance and operations? If yes, who?	Y	Yes, Buck Ernest - Maintenance & Safety Manager	Ongoing
2. Is there a custodial schedule that reflects appropriate and timely attention to providing students with a clean and safe learning environment?	Y	Yes, we have 100 hours of custodial support on staggered schedule	Ongoing
3. Is the custodial, grounds and other facilities staffing at each site sufficient and appropriate?	Y		Ongoing
4. Does the charter school apply a staffing formula to guide its custodial, grounds and other staffing?	N	Blue Oak has a small staff, historic data guides staffing.	
5. Do all facilities in which the Charter School is housed meet the American with Disabilities Act requirements in serving its pupils and employees?	Y	Yes, ADA requirements are adhered to per site visit by Chico Building Inspector visit.	Ongoing
6. Has the charter school conducted an inspection of the facilities and developed a management plan in accordance with the Asbestos Hazard Emergency Response Act (AHERA)?	Y		Ongoing
7. Is there a process for providing routine maintenance to ensure that charter school facilities including playgrounds remain in good condition?	Y	Extra custodial duties as assigned, contracted services when necessary, occasional repairs by landlord per lease agreement	Ongoing

8. If facilities are not currently in good condition, is there a schedule for making needed improvements?	Y	Yes. The most pressing issues were taken care off. There is a list.	Ongoing
9. Have the charter school's facilities been modified during the past year?	N		
10. Are the charter school's facilities adequate for the number of students and types of programs assigned to each site?	Y	Yes, within Chico City use Permit Guidelines.	Ongoing
In the column to the right indicate a finding of Y (yes), N (no), or N/A (not applicable) in response to each question below.	Y N N/A	Use the space below to comment on the item and/ or to indicate where information used to make the Y/N determination can be found.	Date(s) Completed
11. Does the charter school have on file: 1) Certificate of Occupancy; 2) Conditional Use Permit for each site?	Y	Yes. Posted.	7/1/19
12. Are the charter school's facilities free from mold and/or other hazardous substances?	Y		Ongoing
13. Does the charter school have the following documents in place? Review these plans and obtain copies. <ul style="list-style-type: none"> • MSDS • IIPP • Crisis Response Plan • Comprehensive School Site Safety Plans • Right to Know 	Y		Ongoing
14. Request copies of fire and safety drills and extinguisher checks.	Y		7/1/19
15. Does the charter school have plans to modernize or add facilities to the existing site?	N		
16. Does the charter school plan to add a new site?	N		
17. Has the charter school requested facilities pursuant to Proposition 39 and EC section 47614?	Y		
18. Has the charter school received grant funding for the purchase, renovation or lease of facilities?	N		
19. In accordance with EC section 41365, has the charter school borrowed funds from the Charter School Revolving Loan Fund through the California School Finance Authority (CSFA) to improve facilities?	N		
20. Request a copy of the school's evacuation map.	Y	Attached.	7/1/19
21. Review employee job specific trainings; e.g. ergonomics, proper lifting procedures, blood borne pathogens, etc.	Y	Cover in all staff meetings and/or department meetings.	8/1/19

22. Verify that the charter school has obtained and is maintaining sufficient facilities to accommodate its operations, that the facilities have received all necessary local agency clearances, which have involved an inspection by a structural engineer.	Y		8/1/19
In the column to the right indicate a finding of Y (yes), N (no), or N/A (not applicable) in response to each question below.	Y N N/A	Use the space below to comment on the item and/ or to indicate where information used to make the Y/N determination can be found.	Date(s) Completed
B. Health & Safety			
1. Does the charter school have a health, safety, and emergency plan for students and employees addressing fire emergencies, earthquakes, civil disorder, accidents, injuries, and other threats to the health and safety of students and staff?	Y		8/1/19
2. Is there evidence that staff have been trained in health, safety, and emergency procedures?	Y		8/1/19
3. Does the charter school maintain a calendar of emergency drills for each site in which it operates?	Y		8/1/19
Comments:			
Review conducted by: <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div> Print Name Susan Domenighini </div> <div> Signature  </div> <div> Date 10/10/2019 </div> </div>			



Chico Unified School District

Charter School Annual Oversight Checklist

Charter School: Blue Oak Charter School Date 10/1/2019

5. GOVERNANCE

In the column to the right indicate a finding of Y (yes), N (no), or N/A (not applicable) in response to each question below.		Y N N/A	Use the space below to comment on the item and/ or to indicate where information used to make the Y/N determination can be found.	Date(s) Completed
A. Organizational Management				
1.	If the Charter School is constituted as a non-profit corporation, are the corporate papers, including articles of incorporation available to the authorizer?	Y	See attached for Board Policy #3	7/1/19
2.	Is there a list or roster of governing board members?	Y	See attached roster	7/1/19
3.	Does the Governing Board have a comprehensive plan to conduct oversight of the academic program?	Y	See attached Board Governance Policies #1-11	7/1/19
4.	Is the Governing Board equipped to execute their fiduciary responsibility with regards to the disbursement of public funds?	Y	School Improvement Plan, LEA plan	7/1/19
5.	Does the Governing Board understand the annual budget and demonstrate knowledge about the short and long-term financial outlook of the Charter School?	Y	The Finance Committee representative reports to the Charter Council during regular meetings.	7/1/19
6.	Does the organizational structure of the Charter School provide clear delineation between the responsibilities of the Governing Board and Charter School management staff?	Y	See Charter Governance attached as well as Board Policy 1 and 2	7/1/19
B. Capacity/Composition				
1.	Do some of the Governing Board members have previous governance experience?	Y	Yes. At least 3 members have previous governance experience.	7/1/19
2.	Is the Governing Board free of real or perceived conflicts of interest?	Y		7/1/19
3.	Does the Governing Board represent strong diversity relevant to the community & Charter School population?	Y	The BOCC includes those with finance, education and art.	7/1/19
4.	Do the Governing Board members have expertise in key fields such as finance, legal, real estate, fundraising and education?	Y		7/1/19
C. Structure				
1.	Is the composition of the Governing Board consistent with the approved charter?	Y		7/1/19
2.	Does the Governing Board have bylaws that are comprehensive, and include reasonable term limit?	Y		7/1/19
3.	Does it appear that the Governing Board fully understands the bylaws and their implications?	Y		7/1/19

4.	Has the Governing Board identified officers?	Y		7/1/19
5.	Are there written job descriptions for Governing Board officers that clearly describe the roles and responsibilities of each?	Y		
6.	Do the bylaws delineate committees and provide detailed job descriptions for these committees?	Y		
D. Clarity				
1.	Does Charter School leadership team demonstrate a strong understanding of their role related to effective governance?	Y		
2.	Do the Governing Board members understand their role in developing supporting and evaluating the Charter School Leader?	Y		
3.	Is there a strong working relationship between Charter School Leader, Governing Board Chair and full Governing Board?	Y		
E. Meetings				
1.	Does the Governing Board conduct public meetings at such intervals as are necessary to ensure that the Board is addressing business required to provide sufficient direction to the Charter School?	Y		
2.	Does the Governing Board comply with the following:			
a)	Regularly scheduled meetings with appropriate public notice?	Y		
b)	Brown Act training and meeting compliance?	Y		
c)	Availability of meeting minutes?	Y		
3.	Does the Governing Board have resolutions and Governing Board –adopted policies related to:			
a)	Conflict of interest	Y		
b)	Handbooks- Parent, Student, Employee	Y		
c)	Student & Employee discipline and due process	Y		
d)	Parent complaint resolution and due process	Y		
e)	Internal controls policies and related forms and systems	Y		
f)	Bank signature authorizations, etc.	Y		
g)	Harassment- student, staff	Y		
h)	Safety Plan	Y		
i)	Immunization records	Y		
j)	Family Educational Rights and Privacy Act (FERPA) – policy and notices	Y		
k)	Section 504 compliance	Y		
l)	Allowable purchases and purchasing authority.	Y		
3.	Have material revisions to the charter been approved by the Governing Board?	Y		
F. Parent /Staff Involvement				
1.	Is there a process in place that ensures that parents, teachers and staff may provide input regarding the effectiveness of the Charter School?	Y		

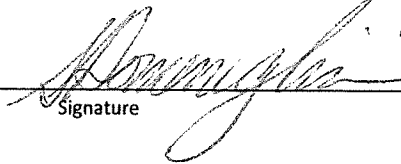
D. To be completed by Team Leader

Comments:

Review conducted by:

Susan Domenighini

Print Name



Signature

10/10/2019

Date



Chico Unified School District

Charter school Annual Oversight Checklist

Charter school Blue Oak Charter School Date 10/1/2019

6. PERSONNEL

In the column to the right indicate a finding of Y (yes), N (no), or N/A (not applicable) in response to each question below.		Y N N/A	Use the space below to comment on the item and/ or to indicate where information used to make the Y/N determination can be found.	Date(s) Completed
A. All Employees				
1.	Does the charter school have documentation of Department of Justice background checks on all employees?	Y	Yes. DOJ records are maintained by the Executive Assistant.	All ongoing
2.	Does the charter school have policies or procedures related to fair hiring practices?	Y	Policies in our Charter.	
3.	Does the charter school have an Employee Handbook?	Y		
4.	Does the charter school have documentation of TB test results for all employees?	Y	Personnel files are maintained by the Business Office Assistant, including TB test results.	
5.	Does the charter school have approved personnel policies that cover such issues as sick leave, personal necessity, and overtime?	Y	These policies are covered in our employee handbook.	
6.	Do employee contracts designate that employees are "At Will"?	Y		
7.	Does the charter school have clear guidelines that differentiate between employees and independent contractors?	Y		
8.	Does the charter school provide Professional Development opportunities to staff?	Y		
9.	Are employee evaluations being completed on a timely/regular basis?	Y		
10.	Are personnel actions approved by the Board?	Y	Hiring and resignations are brought before and voted on by the board.	
11.	Verify that faculty and staff have received any specific training required by law and that they are provided opportunities for professional development necessary to carry out the instructional program.	Y	Yes, staff and faculty have received training required by law.	
B. Collective Bargaining				
1.	Have one or more of the charter school's employee groups unionized?	N		
2.	Have all parties to bargaining agreements, including the charter school, properly	N/A		

	sunshined (that is, made public) their bargaining proposals for the current year?			
3.	Has the charter school analyzed the fiscal effects of agreements reached with its employee bargaining units?	NA		
C. Certificated Employees				
1.	Does the charter school employ sufficient teaching staff to have, at a minimum, a comparable teacher/student ratio when compared to the largest unified school district in the county OR county average?	Y		
2.	Do teachers providing instruction in core classes have the required credentials and certifications to meet the criteria for the area in which they are teaching?	Y		
3.	Do teachers have the legally required CLAD or B-CLAD certification to provide instruction to the students enrolled in their classes?	Y		
4.	Do teachers who are providing Special Education and Related Services have the appropriate credentials and certifications?	Y		
D. Classified Employees				
1.	Do classified employees who are providing instructional support in the areas of Special Education and English Language Learner Services meet the qualifications for these positions?	Y		
2.	Does the charter school employ a sufficient number of classified staff to ensure that the necessary clerical and recordkeeping tasks are completed in a timely manner?	Y		
3.	Does the Charter school provide adequate staffing for:			
a)	Custodial	Y		
b)	Food Service	Y		
c)	Information Technology	Y		
d)	Lunch/Break Supervision	Y		
e)	Other			
E. Audit Areas				
1.	Audit this charter school's retirement reporting process	Y		
2.	Audit the charter school's hiring of Independent Contractors. [EC 45125.1]	Y		

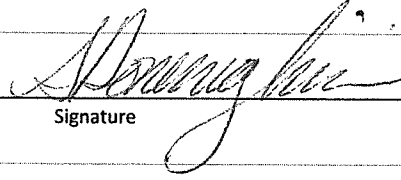
F. To be completed by Team Leader

Comments:

Review conducted by:

Susan Domenighini

Print Name



Signature

10/10/19

Date



Chico Unified School District

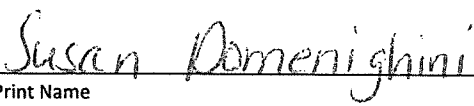
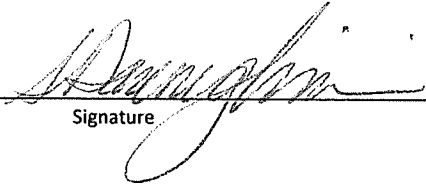
Charter School Annual Oversight Checklist

Charter School: Blue Oak Charter School

Date 10/1/2019

7. STUDENT SERVICES

In the column to the right indicate a finding of Y (yes), N (no), or N/A (not applicable) in response to each question below.		Y N N/A	Use the space below to comment on the item and/ or to indicate where information used to make the Y/N determination can be found.	Date(s) Completed
A. Admissions				
1.	Is the Charter School complying with the admissions practices described in the approved charter?	Y	Yes, Charter page 86	7/1/19
2.	Does the Charter School facilitate admissions for a student with an IEP in the same manner as for a student without an IEP?	Y	Yes, per EC 51746 and Charter page 86	7/1/19
3.	If the charter school is an independent study charter school, does it facilitate admissions for a student with an IEP in the same manner as for a student without an IEP and in accordance with EC 51746 (b) and 5 CCR 11700 related to the enrollment of students with IEPs in an independent study program?	N/A		7/1/19
4.	Do the charter school enrollment forms indicate compliance with all applicable laws and with the approved charter?	Y		7/1/19
5.	If the charter school has needed to use the lottery system to determine which students will be allowed to enroll, is there is documentation that the process was held in the manner described in the approved petition?	Y	No lottery was required.	7/1/19
6.	Does the charter school have records documenting immunizations to the extent required for enrollment in public schools?	Y	See health files.	7/1/19
7.	Has the charter school documented efforts to have its enrollment match the racial and ethnic makeup of enrollment districtwide?	Y	Yes. Outreach to preschools and fairs.	7/1/19
B. Discipline				
1.	Does the governing council have policies relative to student discipline including:			
a)	List of the offenses for which students may be suspended or expelled?	Y	See Charter and Parent Handbook	7/1/19
b)	Procedures for suspension or expulsion?	Y	See Charter and Parent Handbook	7/1/19
c)	Procedures by which parents and students will be informed about reasons for suspension or expulsion?	Y	See Charter and Parent Handbook	7/1/19

d)	Procedures for suspension or expulsion that protect the required due process rights of students with IEPs or 504 Plans?	Y	See Charter and Parent Handbook	7/1/19
e)	Procedures that ensure parents and students will be informed of their due process rights in regard to suspension or expulsion that reflect an awareness that charter students are entitled to the same due process rights held by students enrolled in non-charter public schools?	Y	See Charter and Parent Handbook	7/1/19
C. Health & Safety				
1.	Does the charter school have a health, safety, and emergency plan for students and employees that addresses fire emergencies, earthquakes, civil disorder, accidents, injuries, and other threats to the health and safety of students and staff?	Y	See Safety Plan.	7/1/19
2.	Is there evidence that staff have been trained in health, safety, and emergency procedures?	Y	All Staff Meetings	7/1/19
3.	Does the charter school maintain a calendar of emergency drills for each site at which it operates?	Y		7/1/19
4.	Does the Charter School have a policy related to supervision of students before and after school, and while on campus, student pick-ups, as well as a procedure for visitors to enter and leave campus?	Y	Yes. See Parent Handbook	7/1/19
5.	Do records reflect that the Charter School provides for the screening of pupils' vision and hearing and screening for scoliosis to the same extent as would be required if the pupils attended a non-charter public school?	Y	Our school nurse provides these screenings.	7/1/19
D. Parent Notifications				
1.	Does the Charter School provide a notice to all parents/guardians regarding their rights under the Family Educational Rights and Privacy Act (FERPA)?	Y		7/1/19
2.	Are parents provided with a copy of the Charter School's Parent Handbook?	Y	See signature documents	7/1/19
E. To be completed by Team Leader				
Comments:				
Review conducted by:				
<div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Print Name </div> <div style="text-align: center;">  Signature </div> <div style="text-align: center;"> 10/10/19 Date </div> </div>				



Charter School Special Education and 504

Item #	Element/Statement	Describe / Produce Evidence / Comment
1.	The special education school personnel responsible for IEP case management and special education oversight (Actual names and titles)	Rachel Ceja, Special Education Director Emily Smith, Education Specialist Caitlin Morrison, Speech and Language Therapist Jennifer Wagner, School Psychologist
2.	School's (minimum) IEP team.	Special Education Director, General Education teacher, Education Specialist, Parent of student
3.	School's trained Behavior Specialist	Jennifer Wagner, School Psychologist
4.	School's Section 504 designee	Susan Domenighini, Executive Director
5.	Willingness to accept and serve all students, including those with disabilities.	Interim IEP meetings, 504's for medical disabilities,
6.	Methods for monitoring progress of students with disabilities.	Observation, teacher interview, informal and formal assessments, 504 meetings, and IEP meetings
7.	The school reviews all new student enrollments for possible previous Special Ed service/IEP.	Registrar, registration application request for information, request special education files with every student.
8.	The school provides site level staff development which includes special education issues.	Faculty meeting and at in-service days
9.	The school facilitates parent involvement to improve services and results for students with disabilities.	Call parents before IEP meetings to make sure needed issues are addressed for the IEP meeting. Ask after meeting if parents felt heard and that their issues were addressed.
10.	The school provides special education related forms in the parents' primary language when requested.	Yes. Located on the SEIS documents page and we can get an interpreter.
11.	Pre-identification interventions used to reduce the number of students inappropriately referred for special education assessment.	Leadership meeting and SST meeting.
12.	The specific curriculum and /or educational approach for providing interventions.	Full inclusion school
13.	The review process, which includes initial and follow-up data to determine the effectiveness of pre-identification interventions provided prior to referral for special education assessment.	Leadership team, intervention and follow-up, additional intervention if needed
14.	Documentation of the school's process/attempts to get parents to attend IEP meetings.	Call parents. Send meeting makers. Mail home meeting notice.
15.	The school's plan to ensure required school participants are in attendance at the IEP meeting or "excused" appropriately.	Email staff, interview staff in person to set up dates, send them meeting maker, request permission from person to excuse those school participants who cannot be in attendance.
16.	All staff responsible for implementing the student's program will have access to the IEP.	Yes. General education teacher and education specialist meet to review IEP. General education teacher

		gives a copy of the at a glance IEP. Access is granted in the special education office by appointment.
17.	The school provides all instructional and behavioral accommodations, modifications, supports, and services that are documented in the student's IEP.	Yes. Education Specialist reviews accommodations and modifications with teachers and paraprofessionals.
18.	The school provides secondary transition services for students 16 years or older.	N/A
Item #	Element/Statement	Describe / Produce Evidence / Comment
19.	Plan for providing or accessing (self-contained) special education classes, where appropriate, to meet the students' unique needs (i.e. by accessing regional programs, or contracting for services)	Blue Oak utilizes a full inclusion model. However, we have contracted out for BCBA to conduct an FBA. Have a BCBA come in to conduct an FBA.
20.	Procedures for identifying and locating appropriate placements for students needing a higher level of service than can be provided by the charter school. (including funding source for home/hospital, state special schools, residential placement and NPS placements)	Review continuum of service to see if it meets student needs. Use Butte County Office of Education and Chico Unified School District offices as resources for placement needs.
21.	When a behavior emergency intervention is used for a student with a disability.	The IEP and or 504 would be referenced. Manifestation determination, were the child's actions because of their disability. We would call for an IEP meeting.
22.	Plan for the provision of transportation of Special Education students who require this related service	We would reach out to county office to see if we could do an MOU with them if the transportation was due to their disability.
23.	District's nondiscrimination statement and sexual harassment policy. (parent handbook)	<p>Parent Handbook: Blue Oak is committed to maintaining an educational environment that is free from harassment. Sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities is prohibited. Students found guilty of sexual harassment will be suspended and possibly expelled. Definition of sexual harassment: Any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical contact of a sexual nature made by someone at school.</p> <p>Charter: It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for special education services.</p>
24.	Written notice regarding Uniform Complaint Procedures or similar complaint process. Notice may be in any form that will reach the school community, e.g. newsletter, parent-student handbook, memorandum or brochure.	Procedure is in the Parent Handbook and on our Website.

25.	Providing the parent a copy of "Notice of Procedural Safeguards" upon enrollment, with initial referral for special education assessment and at each IEP.	Yes, this is done. Given at transition meeting within 30 days of enrollment and at every IEP.
26.	The school develops a "Summary of Performance" (SOP) and provides it to the student during the final year of high school, or upon aging out at 22. (form located on SELPA web page)	N/A
27.	Provide copies of assessment reports to the parent prior to the date of the IEP meeting.	School Psychologist emails assessment report to the parent before the IEP and after the assessment for tri-annuals and initials.
28.	Description of Charter Schools process for determining a student's eligibility for services under Section 504	A 504 team will be assembled by the Executive Director of the Charter School and shall include parents/guardians, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, and placement options, and accommodations.
29.	Description of the Charter Schools process to develop and implement accommodation plans for students who are 504 eligible?	Teachers and any supporting staff given a copy of the 504 plan and/or made aware of its contents, which includes the student's accommodation.
30.	Description of process for new student enrollments for possible previous Special Ed service/IEP.	Enrollment form requests parents to notify us of any previous IEP. Fax request to prior school to have any IEP records forwarded. In SEIS we look up any records for students who might have had special education services.
31.	At the IEP meeting, explains the "Notice of Procedural Safeguards" to the parent/Ed rep and provides a copy of the same.	Yes. We always have a physical copy present at IEP meetings.
32.	The school documents the request for special education assessment on a "Request for Special Education Assessment" form and maintains a copy in the student's confidential folder.	Yes. Assessment plan is located on SEIS and a copy is maintained in their confidential file.
33.	The school provides the parent with a "Special Education Assessment Plan" in the language requested by the parent, unless clearly not feasible to do so, within 15 calendar days of the written request for assessment.	Yes. Alternate language forms are provided on SEIS website and thus provided to parents upon request within 15 days.
Item #	Element/Statement	Describe / Produce Evidence / Comment
34.	If requested by the parent, the school provides copies of assessment reports to the parent 4 working days before the date of the IEP meeting. (The reports should be translated into the parent's primary language, upon written request from the parent, unless clearly not feasible to do so).	Yes. Upon request we comply and provide assessment reports and do so in the parent's primary language when feasible.
35.	The school develops an IEP within 60 calendar days of receipt of written parental consent to the assessment plan.	Yes, we comply with this regulation. Document with assessment plan the date it was received and the date that is due, scanning it and uploading it to SEIS
36.	The school follows the appropriate timelines for conducting annual and three-year review IEPs.	Yes. We send out meeting makers at the beginning of the school year to ensure all deadlines are met and conversed with parents to ensure they can attend the meetings.

37.	When a student transfers into the school with an IEP, the school provides the pupil with FAPE including services comparable to those in the IEP for a period not to exceed 30 calendar days of enrollment.	Yes. We have a transition IEP within the first 30 days to make sure services are still appropriate.
38.	Within 30 days the school holds an IEP to adopt the previously held IEP or develop a new IEP.	Yes. We have a transition IEP within the first 30 days to make sure services are still appropriate, including goals, services, and accommodations.
39.	For an initial assessment and a three-year reassessment, the school conducts vision and hearing screenings within the previous 12 months of the IEP meeting date and documents the screening dates in the IEP.	Yes. The school nurse conducts vision and hearing screenings in the 12 months prior to the IEP meeting.
40.	Referral and assessment of students suspected of requiring special education and related services	Teacher brings concerns to the Leadership team where interventions are formulated. Follow up meetings are held to assess interventions and determine if special education assessments would be appropriate.
41.	Compliance with timelines related to special education?	Yes. Special Education providers have a copy of all timelines to ensure they are all met on time throughout the year.
42.	Ensuring that Special Education funds are not used to serve students identified under Section 504?	Review of 504 plans, related to staffing responsibilities and budget.

Attach a list of special education staff employed or hired by the charter school, including the FTE and job assignment.

Additional comments:

Review conducted by:

Susan Domenighini /  / 10/10/2019
 Print Name Signature Date