



TwinRivers

UNIFIED SCHOOL DISTRICT



Charter Petition Resource Manual

2021-2022 Edition

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Introduction

Twin Rivers Unified School District is committed to ensuring and providing families with high quality education as part of our vision of student success for all. Charter schools play a significant role in providing educational options to meet the needs for students and families in our community.

This resource manual is designed to guide District Charter oversight designees through the charter review and oversight process. The charter application process is extremely detailed and governed by Federal, State and District guidelines.

Although the guidelines are complex, they are intended to ensure that each Charter School meets the needs of the students, families, faculty, staff, and administrators.

This resource should be of great benefit for the district charter oversight designees as they navigate charter oversight in Twin Rivers.

FAQ

The California Department of Education provides helpful information on Frequently Asked Questions. To see the extensive list of questions and answers go to: www.cde.ca.gov, select the “Specialized Program” drop down tab and click on the “Charter Schools” icon. Below is a list of information listed on their website.

General Charter School Question

Q. What is a charter school?

A charter school is a public school that provides instruction in any combination of grades, kindergarten through grade twelve. Parents, teachers, or community members may initiate a charter petition, which is typically presented to and approved by a local school district governing board. California *Education Code (EC)* also allows, under certain circumstances, for county boards of education and the State Board of Education to be charter authorizing entities.

Specific goals and operating procedures for a charter school are detailed in the agreement between the charter authorizing entity and the charter developer. Students enroll in charter schools on a voluntary basis.

Q. Are charter schools part of the public school system?

Yes. Charter schools are under the jurisdiction of the Public School System, as specified in EC Section 47615.

Q. Are there different types of charter schools?

As of the 2016-17 school year, there were approximately 1,232 active charter schools and seven all-charter districts. Of the cumulative 1,232 active charter schools, 986 (80 percent) were classroom-based, or site-based, and 246 (20 percent) were non-classroom-based. Approximately 185 of the 1,232 active charter schools were conversion schools, with 1,047 being start-up charter schools.

Q. Do charter schools receive accreditation?

Only charter schools that successfully complete an accreditation process receive accreditation. The majority of charter high schools seek accreditation through the Western Association of Schools and Colleges.

Q. Who is eligible to submit a charter petition?

Anyone may develop, circulate, and submit a petition to establish a charter school. *EC Section 47605(a)* requires charter developers to collect signatures to indicate support for the petition. For a new charter school that is not a conversion of an existing public school, charter developers must obtain the signatures of either 50 percent of the teachers meaningfully interested in teaching at the school, or 50 percent of the parents of pupils expected to enroll at the school. For a charter school that is a conversion of an existing public school, the charter developer must collect the signatures of 50 percent of the teachers at the school to be converted. The petition must contain a prominent statement that a signature means that the

person signing is meaningfully interested in teaching in, or in having his or her child(ren) attend the school.

Q. What are the restrictions on the establishment of a charter school?

- With very few exceptions, all charter schools must now operate within the geographic boundaries of the authorizing school district.
- Under prior law, a charter school that was unable to locate within the geographic boundaries of its authorizing district was permitted to establish one site outside the boundaries of the school district, but within the county in which that school district is located, if specific requirements were satisfied. AB 1507 eliminates this loophole and requires all charter schools to locate within the geographic boundaries of the authorizing district. A charter school lawfully established outside the boundaries of the authorizing district, but within the county, before January 1, 2020, may continue to operate at the site until the charter school submits a renewal petition. At that time, to continue operating at the same location, the charter school must either obtain written approval from the district where the charter school is operating, or submit a renewal petition to the district in which the charter school is located. (*Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #3*)
- *EC Section 47602(b)* prohibits the conversion of private schools to public charter schools.
- *EC Section 47605(d)* requires that a charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations; that it not discriminate against any pupil; and not charge tuition.
- *EC Section 47605(b)(5)(G)* requires that the charter include a description of the school's means for achieving a racial and ethnic balance among its pupils that is reflective of the general population residing in the district.
- *EC Sections 47605(s)(3)(e) and 47605 (d)(3)(f)* prohibit the governing board of a school district from requiring pupils to attend a charter school or from requiring any employee of the school district to be employed in a charter school.

Charter Petition Requirements and Guidelines

Q. On what grounds can a local governing board deny approval of a charter petition?

- *EC Section 47605(b)* specifies that a local educational agency shall not deny the approval of a charter petition unless it makes written factual findings, specific to the particular petition, that:
 - The charter school presents an unsound educational program.
 - The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
 - The petition does not contain the required number of signatures.
 - The petition does not contain an affirmation of each of the conditions described in *EC Section 47605(d)*
 - The petition does not contain reasonably comprehensive descriptions of all of the 16 required elements of the petition.

- When considering whether or not to grant or deny a petition for a new charter school, a district may consider whether the charter school will serve the interests of the entire community in which the charter school is proposing to locate. Further, if a district meets certain criteria, the district may also consider whether or not it is positioned to absorb the fiscal impact of the proposed charter school. (*Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #2*)
- A petition may also be denied if an authorizing school district is not positioned to absorb the fiscal impact of the proposed charter school. (*Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #5*)

Q. How can a district show it is not positioned to absorb the fiscal impact of a proposed charter school?

- A school district qualifies to assert this as a basis for denial if it has: (1) a negative interim certification, *or* (2) is under state receivership, *or* (3) has a qualified interim certification and the county superintendent of schools, in consultation with FCMAT, certifies that approving the charter school would result in the school district having a negative interim certification. . (*Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #6*)

Q. What does it mean for a Charter School to be “demonstrably unlikely to serve the interests of the entire community in which it proposes to locate”?

- Written findings must consider: (1) the extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings; and (2) whether the proposed charter school would duplicate a program currently offered within the school district, if the existing program has sufficient capacity for the students proposed to be served in proximity to where the charter school intends to locate. (*Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #6*)

Q: What is the timeline for approval of a charter petition?

- Effective July 1, 2020, a public hearing must be held within 60 days after a school district or county office receives a charter petition to consider the level of support for the charter. The decision to grant or deny the petition must be made at a public hearing, within 90 days of its receipt. The timeline to take action on a petition may be extended up to 30 days through the mutual agreement of the parties. (*Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #16*)

Q: What are the required elements of a charter petition?

1. A description of the educational program of the school. If the proposed charter school will serve high school pupils, a description of how 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 must be included in the charter petition.
2. The measurable pupil outcomes identified for use by the school.

3. The method by which pupil progress in meeting those pupil outcomes is to be measured.
4. The schools governance structure, including parental involvement.
5. The qualifications to be met by individuals employed by the school.
6. Procedures to ensure health and safety of pupils and staff.
7. The means by which the school will achieve racial and ethnic balance among its pupils, reflective of the general population residing in the district.
8. Admission requirements, if applicable.
9. The manner in which annual financial audits will be conducted, and the manner in which audit exceptions and deficiencies will be resolved.
10. The procedures by which pupils may be suspended or expelled.
11. Provisions for employee coverage under the State Teachers Retirement System, the Public Employees Retirement System, or federal social security.
12. The public school alternatives for pupils residing within the district who choose not to attend charter schools.
13. A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.
14. A dispute resolution process.
15. A declaration whether or not the charter school will be the exclusive public school employer of the charter school employees.
16. The procedures to be used if the charter school closes.

Q: When is a petition considered “received” by a school district, triggering the 60 day and 90 day timeline?

- The law now specifies that a petition is considered “received,” triggering petition review timelines, on the day a petition is submitted to the district office along with a signed certification stating the petitioner deems the petition to be complete. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #5)*

Q: What are the public hearing requirements for charter petition hearings?

- Two public hearings are required, unless the decision to grant or deny the charter petition is made at the same time as the first public hearing. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #5)*
- All staff recommendations, including the recommended findings regarding a petition, must be published at least 15 days before the public hearing at which a school district or county board will either grant or deny the charter. AB 1505 appears to leave the method of publication up to the school district or county board. Potential methods of publication could include posting on a website, making copies available at the administrative office, posting the recommendations and findings in a publicly accessible place, or similar. Any method of posting should be Brown Act compliant. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #5)*
- During the public hearing to grant or deny a petition, petitioners must be given

equivalent time and procedures as was given to staff to present evidence and testimony in response to the staff recommendations and findings. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #5)*

Q: Are there any requirements related to material revisions to a charter petition?

- Yes. At any point in time that a charter school proposes to expand operations to one or more additional sites, or grade levels, including if the proposal is made concurrent with a renewal, a material revision to the charter must be requested. This means charter schools submitting renewal requests seeking to expand operations to additional sites or grades must submit *both* a renewal petition and a request for a material revision. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #5)*

Q: May petitioners appeal a petition denial to the county board of education?

- Yes. A petition may be submitted on appeal to the county board within 30 days of its denial by a school district. If the petition contains new or different material terms, the county board must immediately remand the petition to the school district board for reconsideration, which shall grant or deny the petition within 30 days. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #6)*

Q: What does it mean for a petition to “contain new or different materials terms”?

- “Material terms” means the signatures, affirmations, disclosures, documents, and required element descriptions, but does not include minor administrative updates to the petition or related documents due to changes in circumstances based on the passage of time related to fiscal affairs, facilities arrangements, or state law, or to reflect the county as the chartering authority. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #6)*

Q: If a county board denies a petition on appeal, may it be submitted on appeal to the State Board of Education?

- Yes. A petition may be appealed to the SBE within 30 days of denial at the county level. A petitioner must include the findings and documentary record from consideration of the petition at the district and county levels, along with a written submission, with specific citations to the documentary record, detailing how petitioner alleges the school district or the county board, or both, abused their discretion. If a petition contains new or different material terms, the SBE must immediately remand the petition to the school district board for reconsideration, which shall grant or deny the petition within 30 days. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #6)*

Q: Who is responsible for preparing the documentary record of the school district and/or County Board’s consideration of the petition?

- Each school district and county board is responsible for preparing the documentary record of its own proceedings, at a petitioner’s request, including transcripts of the

public hearing(s), if any, where the petition was denied. The record must be provided to a petitioner within 10 days of such request. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #6)*

Q: Does this mean a school district or County Office is required to record and transcribe its public hearings to consider charter petitions?

- This is an area of the new law that is open to interpretation. Discuss with legal counsel whether your school district or county office is now required to record and/or transcribe its meetings. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #6)*

Q: Is a school district or county Board permitted to respond to a petitioner’s allegations regarding abuse of discretion in the Charter Petition Approval Process?

- Yes. Within 30 days of receipt of an appeal submitted to the SBE, a school district or county board may submit a written opposition to the SBE detailing, with specific citations to the documentary record, opposing the appeal. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #6)*

Q: Under what circumstances may the State Board of Education (SBE) approve a petition on an appeal?

- The SBE may reverse a petition denial only upon its determination that there was an abuse of discretion at the school district and/or county level. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019, page #6)*

Q: If a Charter petition is approved on appeal at the State Board level, who will be the chartering authority?

- The SBE is getting out of the charter authorizing business. If a petition denial is reversed by the SBE, either the school district or county board of education will be designated as chartering authority—a decision made by the SBE in consultation with petitioner. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019)*

Q: Does AB 1505 provide new criteria for considering charter petition renewals.

- Yes. In effect, the new law establishes a three-tier system of charter renewal criteria based on a charter school’s performance, depending on whether a charter school is generally low performing, middle, or high performing. Performance criteria are largely based on criteria from the State Dashboard. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019)*

Q: Where can I find a breakdown of the criteria for the new three-tier renewal system?

- Lozano Smith has created a quick-reference chart explaining in detail the new criteria for considering charter renewal petitions. Please contact Client Services (clientservices@lozanosmith.com) to request a copy of the chart. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019)*

Q: What criteria are used for Charter Schools not scored on the dashboard?

- For charter schools eligible for alternate methods for calculating the state and local indicators, the chartering authority must consider the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019)*

Q: What if the dashboard indicators are not available at the time of renewal?

- If the dashboard indicators are not yet available for the most recently completed academic year before renewal, the chartering authority shall consider verifiable data provided by the charter school related to the Dashboard indicators, such as data from the California Assessment of Student Performance and Progress (CASPP). *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019)*

Q: Is it true that all charter school teachers must now hold a teaching credential?

- Yes. Charter School teachers must hold the Commission on Teacher Credentialing (CTC) certificate, permit, or other document required for the teacher's certificated assignment. A charter school has authority to request an emergency permit or a waiver from the CTC, on a case-by-case basis, in the same manner as a school district. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019)*

Q: Will current charter school teachers without credentials be given time to come into compliance?

- Yes. Teachers employed by charter schools during the 2019–20 school year will have until July 1, 2025 to obtain the certificate required for the teacher's certificated assignment. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019)*

Q: What if a charter school teacher worked without a credential in prior school years, but took the 2019-20 school year off?

- The new law provides an exception only for teachers working in the 2019-20 school year. Therefore, teachers who worked without a credential prior to this school year, and subsequently wish to work in the 2020-21 school year or thereafter, must comply with all new credentialing requirements. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019)*

Q: What are the new fingerprint and professional clearance requirements for charter school teachers?

- By July 1, 2020, all charter school teachers must obtain a certificate of clearance from the CTC and satisfy the CTC's professional fitness requirements. This means all charter school teachers will be required to submit their fingerprints and information regarding their background to the CTC, and obtain Department of Justice and Federal Bureau of

Investigation clearances, through the CTC. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019)*

Q: If teachers at a charter school already have Livescan fingerprint clearance on file with the district, must teachers be re-fingerprinted through the CTS?

- Yes, if a teacher does not possess a current CTC certificate of clearance, the teacher will need to be re-fingerprinted in order to obtain one. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019)*

Q: Is a non-classroom-based charter school still permitted to operate a satellite facility in a county adjacent to one it is authorized in?

- No. Effective January 1, 2020, this exception, formerly located at Education Code section 47605.1(c), is eliminated. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019)*

Q: What happens to charter school facilities located in an adjacent county at the time AB 1507 was enacted?

- Charter school facilities lawfully located in an adjacent county, pursuant to section 47605.1(c) prior to January 1, 2020, may operate in their present location until the charter petition comes up for renewal. At that time, before submitting a renewal petition to its authorizer, a charter school must first obtain written permission from the school district(s) in which its satellite facility is located, to continue operating at the adjacent county location. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019)*

Q: Where may a non-classroom-based charter school now locate its satellite facilities?

- Going forward, a non-classroom-based charter school may now operate a resource center, meeting space, or other satellite facility within the jurisdiction of the school district in which it is physically located, if: (1) the facility is used exclusively for the educational support of students enrolled in non-classroom-based independent study of the charter school, and (2) the charter school provides its primary educational services in, and a majority of the pupils it serves are residents of, the county in which the charter school is authorized. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019)*

Q: Does the law provide for a charter school to establish additional facilities within the jurisdiction of the chartering authority?

- Yes, either a seat-based or non-classroom-based charter school may establish additional facilities within the jurisdiction of the charter school's chartering authority, only if: (1) the charter school is physically located within the boundaries of the charter school's chartering authority, and (2) the charter school obtains written approval from the chartering authority for each additional facility. *(Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019)*

Q: May a charter school still locate one site outside the boundaries of its authorizer, but within the same county, if it attempted, but was unable, to locate within the geographic boundaries of its authorizing school district?

- No. Effective January 1, 2020, this exception, formerly located at Education Code sections 47605(a)(5) and 47605.1(d), was eliminated entirely. (*Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019*)

Q: What happens to a charter school located at a site outside the boundaries of the district, but within the same county, at the time AB 1507 was enacted?

- Charter schools lawfully located pursuant to sections 47605(a)(5) and/or 47605.1(d) prior to January 1, 2020 may operate in their present location until the charter petition comes up for renewal. At that time, a charter school must do one of the following: either (1) before submitting a renewal petition to its authorizer, first obtain written permission from the school district(s) in which the charter school is located, to continue operations at the same location; or (2) submit a renewal petition pursuant to section 47607, to the school district in which the charter school facility is *physically located*. (*Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019*)

Q: If a school district provides written permission for a charter school to locate in its boundaries, how long is that permission good for?

- The new law does not establish whether a school district's grant of permission constitutes *carte blanche* for a charter school to remain located within the boundaries of that district indefinitely. Although the law is unclear, it would seem permissible for a school district to place limiting language on any written permission it chooses to give— e.g., only for the life of the renewal petition, etc. (*Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019*)

Q: Does a geographic location exception still apply for charter schools operating exclusively in partnership with the federal workforce innovation and opportunity act (WIOA)?

- Yes. AB 1507 left intact the geographic location exception applicable to charter schools lawfully providing instruction in exclusive partnership with either WIOA, or another agency set forth in the amended Education Code section 47605.1(f). Non-classroom Based Charter School Moratorium. (*Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019*)

Q: Who is impacted by the new charter school moratorium?

- New law creates a two year moratorium, effective from January 1, 2020 to January 1, 2022, on the approval of a petition for the establishment of a new charter school offering non-classroom-based instruction. (*Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019*)

Q: Does this apply to hybrid programs including both seat-based and non-classroom-based instruction?

- Yes. While the new law does not address this point expressly, it forbids during the moratorium period granting *any* petition providing for non-classroom-based instruction, as that term is defined by Education Code section 47612.5(e). (*Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019*)

Q: Are there any exceptions to the moratorium?

- Very few. If: (1) a non-classroom based charter school is required to resubmit its petition to a chartering authority to in an adjacent county in which its resource center is located to comply with AB 1507, or to retain its current program offerings or enrollment, or (2) if a charter school is required to submit a petition to comply with the *Anderson* ruling or other court order and the petition is necessary to retain current program offerings or enrollment, then it may continue operating through the moratorium period, *but only if* the charter school was approved and serving pupils prior to October 1, 2019. (*Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019*)

Q: What if a petitioner submits a charter petition proposing to offer non-classroom-based education during the moratorium period/

- Such a charter petition may not be lawfully approved. School districts and/or county offices of education may first wish to contact the petitioner with a reminder regarding the prohibition on non-classroom-based education during the moratorium period. If a petitioner does not withdraw its petition, the reviewing agency should contact legal counsel to determine the most appropriate next steps. (*Lozano Smith, Charter Schools Toolkit, Focused on AB 1505 and AB 1507, October 2019*)

Q. Does the state provide funding for charter school facilities?

- Yes, there are programs to help with the rent or lease of facilities or the construction of facilities. The Charter School Facility Grant Program (Senate Bill [SB] 740 provides assistance with facilities rent and lease costs for eligible charter schools. These funds may also be used for costs including, but not limited to, those associated with remodeling buildings, deferred maintenance, initially installing or extending service systems and other built-in equipment, and improving sites. SB 658 (Romero) was approved on September 24, 2008, to provide additional funding to the Charter School Facility Grant Program.
- The California School Financing Authority (CSFA) and the Office of Public School Contracting (OPSC) staff jointly administer the Charter School Facilities that provides low-cost financing for charter school facilities. Projects receive 50 percent of their costs in the form of a state grant, and the school is responsible for the balance of the project costs through either a lump sum matching payment or a long-term loan from the state. Funds from this source have been apportioned, and are not available at this time.
- CSFA also administers the State Charter School Facilities Incentive Grants to assist

charter schools in meeting their facility needs. Under this program, funds may be used toward a charter school's cost of rent, lease, or mortgage or debt service payments for existing or new facilities or toward the costs associated with the purchase or acquisition of land or the design, construction, or renovation of a facility. EC Section 41365 created the Charter School Revolving Loan Fund in the State Treasury. A charter school may be eligible to receive a loan through this program and use the funds for facilities.

Submission and Approval Process Overview

STEP 1

- Petitioner communicates intent to submit petition. (*TRUSD requests this be done before December for new petitions and between July and September for renewals*)

STEP 2

- Petitioner provides written notification of exact submission date **and** schedules meeting for initial petition review to determine if petition is complete (*TRUSD requests at least 2 weeks, advanced notice. Contact sharilyn.marshall@twinriversusd.org to schedule the meeting.*)

STEP 3

- Petitioner submits digital and hard copy of petition at submission meeting and signed certificate stating the petition is complete. If petition is incomplete, TRUSD will not accept the petition. If complete, the review process begins. (Timeline starts from the day a petition is submitted.)

STEP 4

- TRUSD Charter Review Team and legal council reviews petition. Review Team and Legal council will provide feedback and notes.

STEP 5

- TRUSD conducts first public hearing (within 60 days of submission). TRUSD may decide to conduct only 1 public hearing and grant or deny petition at first hearing.

STEP 6

- Within 90 days of petition submission (120 days if mutually agreed upon) TRUSD approves or denies petition.

California Charter School Law

The California Charter Schools Act Part 26.8 Charter Schools

- Chapter 1. General Provisions – EC sections 47600-47604.5
- Chapter 2. Establishment of Charter Schools – EC sections 47605-47608
- Chapter 3. Charter School Operation – EC sections 47610-47615
- Chapter 4. Notice – EC sections 47616.5-47616.7
- Chapter 5. University Charter Schools – EC sections 47620-47626
- Chapter 6. Funding
 - Article 1. General Provisions – EC sections 49630-47632.5
 - Article 2. Charter School Block Grant – EC sections 47633-47635
 - Article 3. Other operational funding available to Charter Schools – EC sections 47636-47638
 - Article 4. Special Education Funding – EC sections 47640-47647
 - Article 5. Apportionment of Funds – EC sections 47650-47652
 - Article 6. Computations affecting sponsoring local educational agencies – EC sections 47660-47664

Additional Education Code sections that may be of interest to charter schools:

- Audits by County Superintendent – EC section 1241.5
- Location near airport – EC Section 17215
- Charter School Revolving Loan Program – EC Sections 41365 – 41367
- Targeted Instructional Improvement Block Grant: Conversion Charter – EC 41540
- General Independent Study – EC sections 51745 – 51749.3
- California Assessment of Academic Achievement – EC sections 60600-60603 and 60604 – 60618, 60630, 60640 – 60649