



School Quality Framework Rubric 2017-2018

Updated: May 2017

Introduction: This rubric was developed based on research and a study of best practices both nationwide and within other DPS departments. Please note that this rubric is designed to apply to most school models, but in the case of unique programs might be tailored slightly to better evaluate those programs.

Domain 1: Teaching: The school has strong systems in place that promote teacher quality, beginning with a rigorous hiring process and including teacher coaching, evaluation, and professional development. These systems result in evidence of strong pedagogy at the school, including clear objectives, instructional strategies that meet the needs of all students, and high levels of student engagement in lessons.

Table with 5 columns: ID, Category, Exceeds, Meets, Partially meets, Does not meet. Rows include 1.1 Teacher Recruitment, Hiring, & Retention; 1.2 Teacher Coaching; 1.3 Teacher Evaluation.

1.4	Professional Development (PD)	All criteria for meets expectations plus: The school regularly evaluates the effectiveness of PD. The school seeks opportunities for PD outside of the school in alignment with identified school goals and priorities.	All criteria for partially meets expectations plus: PD is differentiated based on teacher experience, need, and content area. Teachers implement strategies learned in PD on a regular basis with systems for accountability in place. The school has established annual PD priorities aligned with the mission, values, and goals of the school.	The school devotes at least 8 hours monthly to PD according to a clear schedule. Topics selected are based on school data as well as teacher experience, need, and content area. The school has systems and structures in place to ensure teachers are compliant with ELA PD requirements.	The school offers PD on an irregular basis. PD topics are selected without considering data on teacher development needs.
1.5	Pedagogy: Content and Design	All criteria for meets expectations plus: Teachers plan for meaningful lesson extensions for students who finish quickly.	All criteria for partially meets expectations plus: Teachers demonstrate effective pacing throughout the lesson. Lessons have evidence of planning for differentiation. The objective is meaningful and relevant.	Teachers demonstrate accurate content knowledge and evidence of planning. Lesson objectives and components are grade-level appropriate and aligned with curriculum, activities, and CAS/WIDA standards.	Teachers do not demonstrate accurate content knowledge and/or there is evidence of a lack of planning and/or effective lesson pacing. Lessons lack clear objectives or are not aligned with Colorado Academic Standards (CAS) and WIDA or are not grade level appropriate.
1.6	Instructional Strategies	All criteria for meets expectations plus: Differentiation allows students at all levels to self-start their own learning with varied resources accessible to them. Students take responsibility for questioning and challenging each other. Teachers follow-up on feedback provided and use the data from their checks for understanding to make in-the-moment lesson adjustments, as necessary, to meet student needs.	Teachers effectively address students' challenges, misunderstandings, and misconceptions by differentiating instruction to meet the needs of all learners including ELLs, students with disabilities, and students at varying proficiency levels. Questioning techniques require all students to demonstrate higher order thinking as appropriate, including the active and appropriate use of precise academic language and problem solving skills. Teachers provide timely, accurate and precise academic feedback, appropriately focused on the needs of each student. Varied and frequent checks for understanding are observed throughout lessons and are used to monitor all students' progress.	Instruction is differentiated, but the needs of all learners are not met. There is not consistent evidence of differentiation for ELLs, students with disabilities and students at varying proficiency levels. Questioning techniques may promote higher order thinking as appropriate for some students, but are not equitably applied across students. Teachers provide some academic feedback but it is not always accurate or consistent. Infrequent or low-quality checks for understanding are observed, monitoring the learning progress of only a subset of students.	Instruction is not differentiated and does not meet the needs of all learners in the classroom. Questioning techniques do not engage the majority of students and/or do not promote higher order thinking as appropriate. Teachers do not provide academic feedback. Checks for understanding are not observed.
1.7	Student Engagement and Mastery	All criteria for meets expectations plus: High-quality peer interaction is used as a tool for learning. 100% of students are consistently engaged. Students independently assess their progress towards their own learning goals.	Teachers employ a variety of strategies to intentionally engage all students. At least 80% of students are consistently engaged. Lessons meet all learners' needs and have appropriate supports (including digital) to ensure all students can demonstrate mastery.	Teachers inconsistently employ strategies to promote student engagement. Fewer than 80% of students are consistently engaged. Only a subset of students meet expected outcomes and are able to demonstrate mastery.	Teachers do not employ strategies to promote student engagement. Fewer than 60% of students are consistently engaged. Expected student outcomes do not adequately measure intended learning for the objective and very few students demonstrate mastery, or the teacher does not check for student mastery.

Domain 2: School Leadership: The school has systems, structures, and processes in place that promote leadership and ensure student achievement and school sustainability.

		Exceeds	Meets	Partially meets	Does not meet
2.1	Leadership Sustainability	All criteria for meets expectations plus: There is a strong plan for developing/maintaining a leadership pipeline, including both internal candidate development and external partnerships for leadership development.	There are leadership team job descriptions that include clear job responsibilities and qualifications. There is a clear leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition.	The Board/school has discussed leadership succession but not developed any documents to support sustainability. There are not job descriptions for the leadership team.	The Board/school has not discussed future leadership plans.
2.2	Organizational Structure	All criteria for meets expectations plus: The school leader intentionally builds the capacity in other educators and leaders within the school community. The leadership team meets regularly, and has a transparent system in place to effectively support the school's academic program.	All criteria for partially meets expectations plus: There are transparent systems and structures in place to utilize the staffing structure for effective staff and student support, accountability and decision-making. Roles and responsibilities and the channels of communication are well-defined and clear to all stakeholders. Decision-making follows a defined process and structure which utilizes student data and is inclusive of stakeholder voice.	The staffing structure supports the effective implementation of the academic program, and leverages staff strengths. Although channels of communication may exist, roles and responsibilities may be unclear to some stakeholders. The process for decision making is defined but does not utilize student data and/or is not inclusive of stakeholder voice and perspective.	The school's staffing structure is not clearly defined or the structure may not be financially viable. The staffing structure may not support the effective implementation of the academic program. There is uncertainty among staff about roles and lines of accountability. The process for decision making is not clearly defined.
2.3	Leadership Coaching and Evaluation	All criteria for meets expectations plus: There is regular mentorship/coaching provided for all members of the leadership team.	The leadership team is evaluated annually with a protocol that includes at least 50% student growth results and other components required by SB191/District policy, as well as alignment with school mission. There are well-defined steps the Board and leader will take in the event that accountability measures are not met. The leadership team actively engages in need-based professional development.	The leadership team evaluations are conducted on an annual basis but either do not include the 50% student achievement growth or other components required by SB 191/District policy or criteria are not well-documented.	The leadership team does not receive an annual evaluation. There is not a system for leadership team coaching.
2.4	Instructional Leadership Skills	All criteria for meets expectations plus: The school leader has a track record of improving student outcomes.	All criteria for partially meets expectations plus: School stakeholders share in the instructional vision to guide their work. Systems at the school support the leader's vision for instruction and support systems for determining allocation of resources. The leader builds the capacity of teachers around data-driven instruction. School leaders consistently collect data to monitor their instructional systems and adjust systems or implementation based on their findings.	School leaders have a vision for instruction that is reflected in classrooms and instructional systems and structures across the school. There are systems in place at the school to implement the instructional vision, however they are executed inconsistently or do not align with the instructional vision. School leaders inconsistently collect data to monitor progress towards their instructional vision.	School leaders do not have a clear vision for instruction at the school. There are not systems in place that support the instructional needs of the students and/or systems are inconsistent across the school. School leaders do not effectively collect data to monitor instructional systems and their effectiveness.

2.5	Operational Leadership Skills	All criteria for meets expectations, plus: The school has policies in place outlining the core operational functions of the school, allowing them to continue in the event of leadership turnover. The school leader has a track record of improving operational outcomes.	All criteria for partially meets expectations plus: School stakeholders share in the operational vision to guide their work. The school has operational systems that support in conducting targeted outreach to underrepresented groups. The school calendar and schedule are consistent for all stakeholders and designed to promote student achievement. The school strategically aligns and tracks people, time and money with student needs and teacher development needs to drive and maximize student achievement. School leaders consistently collect data to monitor their operational systems and adjust systems or implementation based on their findings.	School leaders have a vision for operations that is reflected in operational systems and structures across the school. The school has systems for operation that include student recruitment efforts that result in meeting 90% of enrollment targets. Enrollment systems provide equitable access for all students. The school practices appropriate risk management, including insurance policies. The school is compliant with all health and safety regulations. School leaders inconsistently collect data to monitor progress towards their operational vision.	School leaders do not have a clear vision for operations at the school. There are not clearly identified key personnel in roles to support necessary operations. The school does not have systems around key operational areas. School leaders do not effectively collect data to monitor operational systems and their effectiveness.
2.6	School Culture Leadership Skills	All criteria for meets expectations plus: The school leader has a track record of improving school culture.	All criteria for partially meets expectations plus: School stakeholders share in the school culture vision to guide their work. There are systems in place to develop shared attitudes, values, goals, expectations and/or practices that characterize the school. School leaders strategically recognizes the efforts of staff and students. A transparent reward system encourages teacher and student efforts and continually supports the vision. School leaders consistently collect data to monitor their culture systems and adjust systems or implementation based on their findings.	School leaders have a vision for school culture that is reflected in classrooms, outside of classrooms, and in systems and structures across the school. There are clear, transparent systems in place at the school to define the cultural expectations for teachers and students that are consistent across the school and align with the shared vision for culture. However, school leaders inconsistently collect data to monitor progress towards their culture vision.	School leaders do not have a clear vision for school culture at the school. There are not systems in place to support school culture. School leaders do not effectively collect data to monitor culture systems and their effectiveness.
2.7	Financial Leadership Skills	All criteria for meets expectations plus: The school actively engages the broader community to create partnerships and acquire additional resources that support the school leader's financial plan. The school has clear protocols for reviewing and revising financial policies and procedures.	All criteria for partially meets expectations plus: The school's financial planning aligns with its instructional, cultural, and operational vision. Submitted financial documents are complete and meet all requirements and are of high quality. If primary financial management is provided by external consultants, there is a member of the school staff who has the financial knowledge to understand and interpret financial information provided by the external consultant. Financial metrics, including budgets to actuals, cash flow, income statement, and balance sheet, are monitored by leadership on an ongoing basis. There is a process for school leadership to prepare internal monthly financials for stakeholder review. There are strong internal controls in place that are consistently followed.	The school has a financial plan. The school has a financial policies and procedures document that outlines procedures for handling cash and monitoring accounts payable; these procedures are consistently implemented. The school leader has identified roles and responsibilities to monitor income and spending and the financial state of the school.	The school does not have a clear short term or long term financial plan. The school does not have documented financial policies and procedures. There is not a clear monitoring system for school finances.

Domain 3: Educational Program: The school's educational program is well designed to meet the needs of all students through well-developed curriculum, assessment, and programs for special populations, and clear systems for promoting cultural competence.

		Exceeds	Meets	Partially meets	Does not meet
3.1	Curriculum	All criteria for meets expectations plus: The school has tailored their curriculum to meet the needs of the particular student population, including the inclusion of culturally relevant materials.	All criteria for partially meets expectations plus: Common Core- aligned curricula and resources extend into intervention, special education, acceleration, the arts, and PE. There are systems for horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. There is a well-defined feedback loop for revising curriculum on an interim and year-end basis based on data.	The school has research-based, Common Core/CAS aligned curricula for all core subjects in place. There are scope and sequence documents that outline grade and subject learning objectives; teachers are familiar with curriculum documents and use them consistently to guide their planning.	The school does not have research-based, Common Core/CAS aligned curricula in place.
3.2	Assessment	All criteria for meets expectations plus: Students are able to articulate their goals and performance toward meeting those goals.	All criteria for partially meets expectations plus: There is a clear process for ensuring assessments are aligned with curriculum, standards, and performance goals. The school has clear graduation and promotion criteria which are consistently applied. There are SMART goals for student achievement that are in line with district and state expectations, with a clear process to monitor progress towards goals. Goals are in line with meeting or exceeding district and state SPF expectations. There is a benchmarking system in place to monitor the school's progress toward meeting goals, and adjust strategies when appropriate.	The school utilizes multiple grade- level appropriate assessments that were chosen based on research and the needs of a particular student population. There is a clear schedule and protocol for data analysis and data is used to identify students for remediation or acceleration. Teachers collaborate to norm and hold high expectations for grading and assessment of student progress.	The school does not have a system to administer interim assessments or use the data to inform instruction and identify students in need of support. There is not a protocol for data analysis or norms for teacher collaboration on assessment and grading.
3.3	Academic Intervention and Acceleration	All criteria for meets expectations plus: The school collects data to inform and regularly evaluate the effectiveness of academic intervention and acceleration programming.	All criteria for partially meets expectations plus: There are clear procedures for identifying gifted and talented and academically advanced students. There are sufficient research-based resources and strategies available to provide services to students in need of intervention/ acceleration. Data on students receiving academic intervention is regularly monitored to gauge their effectiveness and adjust supports accordingly. The MTSS/RTI process is clear to all teachers and results in research-based supports for learners.	Tiered interventions are in place to provide additional supports to students who struggle with academics and/or behavior. Although the MTSS/RTI process is in place and used by some teachers, the MTSS/RTI process is unclear to all staff or some are not using it to support students.	The school provides limited supports for students who are struggling academically or in need of acceleration. The MTSS/RTI process is not systematically structured to assist all learners in need of intervention.
3.4	English Language Acquisition	All criteria for meets expectations plus: Strategies and supports utilized for ELL students (be it in ELD or other content classes) are monitored on an ongoing basis for effectiveness.	Observed instruction (be it in ELD or other content classes) explicitly addresses academic language and vocabulary, builds on background knowledge and provides opportunities for students to interact and practice oral language throughout the lesson. Teachers utilize a variety of strategies and language supports to ensure student mastery and provide regular opportunities for students to practice English skills. Teachers differentiate for ELLs of varying language levels through intentional grouping, adapted materials/tasks, and/or the use of scaffolds and supports. There are opportunities for student interactions and student talk throughout the lesson.	Observed instruction (be it in ELD or other content classes) explicitly addresses academic language and vocabulary and builds on background knowledge, but does not provide sufficient opportunities for student interaction and language practice. Teachers utilize some strategies and language supports but this is not always differentiated by learner need or sufficient for student mastery.	Observed instruction (be it in ELD or other content classes) does not demonstrate explicit strategies to effectively meet the needs of ELL students.

3.5	Special Education Instruction	All criteria for meets expectations plus: Strategies and supports for special education students (be it in the general education classroom or pull-out supports) are monitored on an ongoing basis for effectiveness.	Observed instruction (be it in the general education classroom or pull-out supports) is appropriate for student need, aligned with IEP goals, age appropriate, and provided in the least restrictive environment possible. Differentiated materials and tools are available to provide individualized instruction to all students. Observed support allows for access to grade- level content that may be modified to meet the needs of the learner. Formal and ongoing informal assessments are used to identify current level of performance, to inform instruction and to monitor individual students' progress and to assist in transition planning. Behavior management is aligned with student need, as are school-wide discipline decisions.	Observed instruction (be it in the general education classroom or pull-out supports) utilizes different materials and/or strategies to meet the needs of special education students, but it is not sufficient for student mastery of content. The school's discipline practices or behavior management systems are not adequately differentiated.	Observed instruction (be it in the general education classroom or pull-out supports) does not demonstrate explicit differentiated strategies to effectively meet the needs of special education students.
3.6	Cultural Competency	All criteria for meets expectations plus: Teachers encourage students to challenge and question the dominant culture and students appear comfortable doing so in respectful ways.	Teachers have received PD on cultural responsiveness that they utilize in their classrooms. School staff are aware of, speak openly about, and celebrate difference and diversity among students, families and staff. The school leader creates a culture that promotes the recognition of students' cultural backgrounds. There are structures in place to guarantee that the school and work environment is open to and accepting of diversity and free from discriminatory behavior and practices. Instruction represents a broad spectrum of cultures and is characterized by the use of culturally mediated cognition, culturally appropriate situations for learning, and culturally valued knowledge. The school uses materials to reflect student cultures and native languages.	The school staff has had some training in cultural competency and considers the culture of their population when planning for school-wide events and parent outreach. The school's curriculum includes topics related to student cultures, includes varied perspectives, and is modified as needed to ensure cultural representation. There is an ongoing dialogue among staff, parents, and students on issues of importance to them.	The school has not provided training or support to staff on cultural competency and/or there is evidence of a lack of cultural competency across the school. Curriculum does not represent the cultural background and/or experiences of students within the school.

Domain 4: School Culture: The school has systems in place to support a strong school culture and involve key stakeholders in the school community; instructional time is maximized as a result of classroom management systems and structures.

		Exceeds	Meets	Partially meets	Does not meet
4.1	Parental Involvement	All criteria for meets expectations plus: There is a process to recruit and nominate new parent members to the SAC/CSC.	All criteria for partially meets expectations plus: The school has a SAC that is established and that meets statutory guidelines. The school has a clear process to solicit and act upon parental/guardian feedback. The school uses parent survey data, including subgroup data, to drive school improvement. Parent involvement is representative of the school as a whole.	Expectations for students and school culture are stated and shared with parents/guardians. The school has a clear process for communicating student performance to parents/ guardians. Families use the school's communication system to access information, including in their home language.	The school does not have systems in place to communicate policies or student performance to parents/guardian.
4.2	Discipline	All criteria for meets expectations plus: There are positive rituals and incentives that reinforce the discipline policy.	All criteria for partially meets expectations plus: The school offers annual PD on the discipline policy. There are systems in place to ensure that the discipline policy is culturally sensitive and is not applied disparately.	The school discipline policy, which includes a clear ladder of consequences, aligns with the DPS discipline policy or its approved waiver. The discipline policy is included in the parent/student handbook and is clearly communicated to all stakeholders, including any contractors who work with students. The discipline policy includes clear expulsion or dismissal procedures.	The school either does not have a written discipline policy or does not lay out a clear ladder of consequences.

4.3	Classroom and School Management	All criteria for meets expectations plus: Classroom routines maximize learning time. Normed and effective classroom management systems are evident across the school. Students hold each other accountable for high behavior expectations. Students execute school-wide routines throughout the school with or without adult presence.	Teachers consistently implement and students consistently follow effective classroom routines that result in a minimal loss of learning time. Teachers have clear, positive systems for classroom management. Systems are equitable, respect students' dignity/cultural differences and are sensitive to student needs. There are no observable disruptions or the few student behavior disruptions lead to minimal loss of learning time. School-wide routines and behavior expectations are evident and lead to efficiency and safety outside the classroom.	There are classroom routines in place, but they are not effective or consistently implemented, resulting in some loss of learning time. Teachers inconsistently implement systems for classroom management. Application of systems may not be equitable. The classroom has some behavior that is disruptive and leads to a loss of learning time. School-wide routines and behavior expectations outside the classroom are inconsistently implemented.	There is no evidence of classroom routines, resulting in a significant loss of learning time. Teachers lack systems for classroom management and equity when addressing student misbehaviors. Classrooms have many behavior interruptions from multiple students that lead to a significant loss of learning time. There isn't evidence of school-wide routines and behavior expectations, leading to a loss of learning time or unsafe situations outside the classroom (i.e., in the hallway, at assembly, at lunch, etc.)
4.4	Student Investment	All criteria for meets expectations plus: There are opportunities for students to take on leadership roles and offer input on key decisions.	The school has rigorous goals in place for attendance and clear processes in place to improve attendance including parent engagement strategies. There are school-wide routines and rituals with student and staff buy-in. The school-wide culture fosters student ownership in academic success, while also reinforcing student intellectual and social development. Systems and routines are used to ensure that students are known by their teachers and within the broader school community.	There are structures in place to promote student attendance and academic success, but these do not have buy-in from the majority of students.	There are not intentional school-wide structures to promote student investment in school.

Domain 5: Governance: Effective Boards have the skills and systems/structure in place to provide oversight to the school, which ultimately leads to improved outcomes for students.

5A: Essential Board Functions: The Board effectively fulfills each of its essential functions through skill set, data-driven systems and structures, consistent implementation and a culture of continuous improvement.

		Exceeds	Meets	Partially meets	Does not meet
5.1	Drive the Mission and Vision	All criteria for meets expectations plus: The Board has membership that has a connection to the school's unique mission.	All criteria for partially meets expectations plus: The school's mission and vision are used to drive transparent decision making, including around hiring, academic program, and finance. The Board sets and monitors progress towards SMART goals aligned with the mission and vision of the school.	The majority of Board stakeholders can articulate the school's mission and vision. The Board has a clear definition of its role as a governance body aligned with achieving the mission and vision.	Board stakeholders cannot articulate the school mission and vision.
5.2	Academic Oversight	All criteria for meets expectations plus: The Board receives annual PD on student achievement data.	The Board has members with expertise on E-12 education, and all Board members are able to understand student achievement data. Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the Board. The Board sets student achievement goals aligned with District expectation and the charter contract and regularly monitors progress towards these goals. Decision making,	The Board regularly monitors some academic metrics, which they use to guide decision-making. However, the Board lacks sufficient expertise to fully understand all data or data conversations are incomplete (does not disaggregate, misses major tests, etc.) The Board supports the instructional vision of the school leader.	The Board does not receive sufficient data on the school's academic performance to understand how the school is performing.

			including around resource allocation and human resources, is driven by student performance data. The SAC regularly provides input to the Board around academic data and school improvement.		
5.3	Financial Oversight	All criteria for meets expectations plus: The Board sets and monitors progress towards financial goals that are related to the school's long term financial health.	All criteria for partially meets expectations plus: The Board has members with finance expertise, and all Board members are able to understand budgets, audits, and development. The Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, involves multiple stakeholders, includes contingencies, and is aligned with required timelines. The SAC regularly provides input to the Board around financial data and budget development. The Board has a finance committee in place that conducts detailed financial analyses and reports back to the full Board in order to drive decision making.	The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget v. actuals. There is a comprehensive, Board adopted financial policies document in place that is followed by both the Board and school leadership. The Board monitors implementation of internal controls. The Board adopts revised budgets as needed based on enrollment and other budget inputs. The Board supports the financial plan of the school leader.	The Board does not regularly monitor the school's financial performance.
5.4	Operational Oversight	All criteria for meets expectations plus: The Board regularly reviews human capital data and uses it to drive decision-making.	All criteria for partially meets expectations plus: The Board sets goals around school culture, including disaggregated discipline data, and regularly monitors these goals. The Board evaluates the school leader on at least an annual basis, with student achievement as 50% of the criteria.	The Board has expertise in school operations, including facilities if needed. The Board regularly monitors the school's growth and related facility needs, taking action as appropriate. The Board supports the operational vision of the school leader.	The Board does not monitor operational metrics – such as human capital and facilities development – or does not use data to inform decision-making.
5.5	Strategic Planning	All criteria for meets expectations plus: The Board has a formal long term strategic plan that is revisited and revised as needed on an annual basis.	The Board regularly engages in strategic planning to influence the school's short and long term direction as appropriate for its stage of development. The Board spends the majority of its time on strategic conversation and decisions that are key at its stage of development, as opposed to reactive conversations and decisions. Long term planning conversations are data-driven and focused on student outcomes and organizational health.	The Board has expertise in strategy and long-term planning but spends close to half its time on reactive conversations and decision.	The Board does not engage in strategic planning and spends the majority of its time on reactive conversations and decision.
5.6	Community Relations	All criteria for meets expectations plus: The Board is transparent with the community in its decision making and holds itself accountable for providing this level of transparency.	All criteria for partially meets expectations plus: The Board has members with a relationship to the school's community. Community stakeholders are engaged by the Board to promote and support the school.	There is a clear grievance policy in place for staff members to raise concerns with the Board. There is a process by which staff can provide feedback to the Board.	The Board does not have a relationship with the school community and/or there is no clear process for which staff or the community can raise concerns.
<i>5B: Board Systems and Structures: The Board has systems and structures in place to effectively fulfill its essential functions and drive improved student outcomes.</i>					

5.7	Board Systems and Structures	All criteria for meets expectations plus: The Board has clear membership requirements – including attendance requirements – and holds members accountable for meeting these expectations. The Board has a clearly policy for ensuring there is a gradual turnover of Board members over time.	All criteria for partially meets expectations plus: There is a clear protocol in place for the Board to receive information in a consistent format (i.e., monthly data dashboard) aligned with goals across essential functions. All Board committees conduct in depth data-driven analyses and bring recommendations to the full Board for decision-making. The Board has key policies in place that they regularly review and revise, including but not limited to: bylaws, articles of incorporation, financial policies and procedures, and governance processes. Decisions are made in alignment with policies. The Board regularly conducts self-evaluations and secures training in any needed areas. The Board has a clearly policy and procedure for recruiting, selecting, and onboarding new Board members.	The Board has a clear definition of its role as a governance body aligned with achieving the mission and vision and policies and procedures in place that define the division of responsibilities between governance and management. The Board has all required officers in place and they are actively fulfilling the role as outlined in the job descriptions included in the bylaws. The Board keeps appropriate minutes of all meetings that are available to the public. The Board has systems and structures in place to ensure meetings are effectively run to allow for governance level decision making (including agendas and advance materials for Board members).	The Board does not have the required officers in place and does not have the systems and structures to allow for effective governance such as meeting agendas, appropriate minutes posted.
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5.8 Legal Obligations: The Board has structures and policies in place to ensure the following legal obligations are met.

		Does Not Meet	Met Obligation	Systems in Place for Sustainability
	Bylaws in place that outline board role and legal obligation			
	Articles of incorporation in place that indicate nonprofit status			
	Board handbook in place that outlines board member expectations			
	Financial transparency compliance			
	Financial reporting compliance			
	SAC compliance			
	Open meetings			
	Regular meetings (At least quarterly)			
	Mandatory reporting			
	SB 191 compliance			
	Regular revision and approval of key policies (employment, enrollment, etc.)			
	Approval of annual audit			
	Approval of annual budget			
	Minutes taken and shared			
	Use of executive session			
	Meeting authorizer deadlines and requirements			

	School is compliant with all ELA program requirements (per ELA program review rubric and charter contract)		Notes:
	School is compliant with all Special Education requirements, including IDEA, ADA, reporting, and other relevant requirements		Notes: