

Virtual Prep Academy 2020-2021

Statement of Purpose

Lucerne Valley Unified School District In compliance with the intent of the California Legislative, provides Charter School oversight. The purpose of this handbook is to outline, provide guidance and support material related to the oversight process. The handbook is intended to be utilized by existing LVUSD approved Charter Schools as well as entities interested in LVUSD's Charter School oversight process.

To our valued charter partners:

As we move into our charter school oversight process I wanted to share a few thoughts about this venture and what we hope to accomplish along with some background information. This may ramble a bit, but I wanted to put this out to all of you.

I would like to start by sharing some background on Patrick Leier who we are working with. Patrick is an entrepreneurial thinker, who as you get to know him, will be able to share ideas, thoughts, and provide feedback to both myself and hopefully to your schools too. As I have gotten to know Patrick we have had some in depth conversations on different ideas of school reorganization (for a traditional public school) and ways to generate money for traditional public schools that I had never considered. He has been able to develop a format for our oversight that will help us have a consistent process for all of our charters as we move through this time in the state where there is a clear attack on both charters and on authorizers. By no way is this venture intended to be a “gotcha” on anybody. It is a work in progress that was set out as a goal for me so we have a uniform oversight process.

We have designed the survey around the 16 elements of the charter petitions. It is intended to drive conversation so we can learn from each other. Many portions are addressed through your WASC reports, audits, etc. The “self-study” portion of the work will be able to be addressed fairly quickly by you. I hope as we go through this we will be able to derive value from it. I know that I will as I learn more about each of your schools and the processes you use. As we move forward on this it would be my hope that it potentially evolves into a

Professional Learning Community type process. If a charter feels they need support in an area, either myself, Patrick or perhaps one of our other charters could help with that support if both parties are willing. I know that many of you have connections with other charters already in which you collaborate around best practices.

This past week I started a PLC type group with 11 other Superintendents from both charters and small school districts as part of some work the Small School Districts' Association is doing. We met at Da Vinci Charter School to see best practices in action. Our hope is to provide support throughout the state to other small schools by sharing best practices that we all may have going on. The initial work was funded by the Gates Foundation. This support is not coming from the CDE as they focus on the needs of CTA and the large districts. Billions of dollars has been wasted in professional development, NCLB support, and now potentially differentiated assistance. We hope to create a model that CDE turns to for small districts. Tim Taylor the Executive Director of SSDA is leading this charge with our group. This type of model is what I would love to see those who want to be part of evolve into for us.

As we move into this new process with Patrick please know we are listening to feedback and want to make it beneficial for all and protect both us as an authorizer and you as charters. We all have our strengths and areas we can grow in and together it is my hope that is what we will do. The Lucerne Valley Board and I fully support the opportunity for school choice and want to strengthen the work we are all doing to serve our kids.

Feel free to give me a call at any time if you have suggestions, concerns, feedback, etc. I value the relationships that we have built over our time as an authorizing district for your school.

Peter

Peter Livingston, Superintendent

Legislative Context

California Education Code Section 47600, also known as the Charter Schools Act of 1992, was enacted

to allow teachers, parents, students and community members to establish and maintain schools that operate independently from existing

K- 12 school districts and to do the following:

1. **Improve pupil learning.**
 2. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
 3. Encourage the use of different and innovative teaching methods.
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1. **Create new professional opportunities for teachers, including the opportunity to be responsible for their learning**
 2. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public-school system.
 3. Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.

Provide vigorous competition within the public-school system to stimulate continual improvements in all public schools.

Charter schools

Charter schools are part of the public-school system but differ from traditional public schools because they are exempt from many state laws relating to specific educational programs. Specific goals and operating procedures are detailed in agreements (e.g., charter petitions and memoranda of understanding) between the authorizing agency and the Charter School organizers

The Charter School's authorizing agency

The Charter School's authorizing agency is responsible for adequate and appropriate oversight, including determining if a charter school is following prudent business practices and generally accepted accounting principles when accounting for revenues and expenditures and preparing financial reports. An authorizing agency may revoke a Charter School's charter for material violations, including gross financial mismanagement that jeopardizes the Charter School's financial stability; illegal or substantially improper use of Charter School funds for the personal benefit of any officer, director or fiduciary of the Charter School; substantial and sustained departure from measurably successful academic practices that would deny the educational development of the school's pupils; or any violation of any provision of the law. Education Code Section 47604 states that an agency approving a petition for a charter school that is to be operated by a nonprofit public benefit corporation shall not be liable for the debts or obligations of the Charter School, or for claims arising from the performance of acts, errors or omissions by the Charter School, if the agency has complied with all oversight responsibilities required by law.

Addendum

In compliance with the annual oversight process please provide the following information, complete the subsequent self-study survey and return to the district not later than May 1.

Charter School Information

Charter School Name:	Elite Academic Academy - Virtual Prep Lucerne		
Charter School: Location- School Address:	8560 Aliento Rd. Lucerne Valley, CA 92356-8133		
Charter School Contact: Name	Michelle Romaine		
Email Address:	mromaine@vpreplucerne.org		
Charter School #	1975	Phone Number:	626-755-5873
Charter School CDS #	36 75051 0138107	Fax Number:	619-713-2628

Legend

The oversight process utilized by LVUSD has been designed relevant to implementation of pertinent Education Code sections (including Ed.Code Section 47605.required 15 elements). In addition to reviewing the charter school's compliance relevant to California Education Code sections, the oversight process also involves reviewing the charter school's progress towards fulfilling the mission, purpose, goals, objectives and outcomes of the charter school as referenced in the charter school's board approved Petition and contingent Memorandum of Understanding.

The oversight process is based on the Charter School conducting a self-review, including but not limited to, completing self-review survey(s). In response to survey items, electronic documents such as PDF files, pictures, images and/or video, are to be uploaded as evidence in support of the self-review items. The self-review process is followed up with site and/or virtual visitation(s) by LVUSD and/or LVUSD contracted service providers, whereby the completed self-review and included uploaded files are used as reference for the on-site and/or virtual visitation. Oversight visitations, on site and/or virtual, are designed to evaluate and validate the self-review in reference to documents, including uploaded materials, and observations of the actual operations of the Charter School.

The oversight process includes, a written summary of the results, including suggestions and/or recommendations and commendations will be provided to the Charter School.

Note: To help assure that the self-review process does not duplicate and is articulated with ongoing state accountability measures, while conducting the self-review, the Charter School may reference recent Financial Reports (Annual Budget, Unaudited Actuals, First Interim, Second Interim, Third Interim-Annual, Annual Audit, P 1, P 2, P 3m Report Review, FCMAT Calculator) LCAP, School Dashboard, and WASC, materials as confirmation or evidence related to self-review items.

LEGEND

Δ Indicates an element of the self-review to be completed by the Charter School

√ Indicates an essential element of the self-review to be completed by the Charter School and supported uploaded by electronic documents such as PDF files, pictures, images and/or video,

The ratings:

(Strong or Yes) ---- (Satisfactory) ---- (Insufficient or No)

The ratings represent the degree of evidence that is available to support fulfillment of the board approved charter school's petition goals and objectives, with contingent MOU, as well as applicable Ed. Code requirements.

1. 1. Educational Program	Strong	Sufficient	Insufficient	N/A	Comments
a. Targeted School Populations					
Δ The student population is reflective of the student population to be served as outlined in board approved charter petition	√	-	-	-	The funding cap did not allow us to grow. We started the 2020-2021 school year with grades K-5 and 100 students.
Δ Age, grade levels and number of students	√	-	-	-	
Δ Type of desired student populations	√	-	-	-	
b. Attendance					
√ The school is using an approved student attendance accounting system	√	-	-	-	Apportionment certification is completed and documented every learning period.
√ School year and school day are published and approved by the Charter School	√	-	-	-	
Δ Attendance requirements are published and approved by the Charter School	√	-	-	-	
How learning best occurs as described in approved charter petition, is in evidence at the charter school for the following:					
Δ Subject areas scope and sequence is aligned with skills to be taught	√	-	-	-	
Δ Clear rationale supporting teaching methodologies for intended population	√	-	-	-	
Δ Instructional design and/or strategies are based on successful practice or research	√	-	-	-	
Δ Program is strongly aligned to school's mission	√	-	-	-	
Evidence exists that the School address the needs of all students, as described in the approved Charter Proposal as follows:					
Δ A plan or strategy to support students not meeting pupil outcomes	√	-	-	-	EL support is provided in daily mall group instruction.
Δ Programs for English Language Learner	√	-	-	-	

Δ Programs for Gifted Students/ Proficient Students	√	-	-	-	Teacher engagement is strong. However, as the school grows, support positions/leads will be added for teacher support.
Δ Programs for below grade level and other at-risk students	√	-	-	-	
Δ Programs for Special Education Students	√	-	-	-	
Δ Monitoring student groups' progress informs the implementation of the school's instructional program	√	-	-	-	
d. Transferability of Courses (H.S.) evidence exists for the following:					
√ A Clear description of transferability of courses to other high schools and eligibility of courses to meet college entrance requirements is available and provided to parents of charter high school students	-	-	-	√	
e. What It Means to be an Educated Person in the 21st Century					
Δ Evidence that the charter school is enabling pupils to become self-motivated, competent, life-long learners	√	-	-	-	
Δ A clear list of academic skills and qualities important for an educated person is provided for each student and parent of the charter school	√	-	-	-	
Δ A clear list of non-academic skills and qualities important for an educated person is provided for each student and parent of the charter school	-	-	-	√	
Δ The charter school provides assurance that, to the extent Independent Study is provided, the school will comply with state laws relating to independent study as set forth in Education Code 47612.5	√	-	-	-	

Summary:

information provided via attachments in particular, indicate satisfactory compliance with Educational Program requirements re section 1.1

2. Measurable Student Outcomes - Exit Outcomes/GraduationStandards	Strong	Sufficient	Insufficient	N/A	Comments
Δ Verify that pupil outcomes are measurable, i.e. specific assessments listed for exit outcomes	√	-	-	-	
Δ Demonstrate that pupil outcomes address state content performance standards in core areas	√	-	-	-	

Δ Assure outcomes include acquisition of academic and non-academic skills	-	√	-	-
√ Listing of exit outcomes, encompassing specific skills, are available	-	√	-	-
Δ Affirm that "benchmark" skills and specific classroom-level skills are being developed	√	-	-	-
Δ Demonstrate that exit outcomes align to the charter school's mission, curriculum and assessments	√	-	-	-
Δ Evidence that college-bound students wishing to attend California colleges or universities have the opportunity to take courses that meet the "A-G" requirements	-	-	-	√
√ Publish school-wide student performance goals regarding expected student outcomes over time regarding attendance, dropout, and graduation rates	-	√	-	-
Δ Continuous review and updating of exit outcomes and performance goals based on real student data, including summative and formative assessments over time	-	√	-	-
Δ Are high school graduation requirements defined and known by students and parents?	-	-	-	√
Δ If the charter school is a high school, are WASC accreditation standards, and requirements being addressed?	-	-	-	√

Summary:

Please provide evidence - information re: Listing of exit outcomes, encompassing specific skills, are available, during our virtual visit.

3. The Method by Which Pupil Progress Will Be Measured	Strong	Sufficient	Insufficient	N/A	Comments
Δ At least one assessment method or tool listed for each of the exit outcomes is evident	√	-	-	-	
Δ Assessments include multiple, valid and reliable measures using traditional and/or alternative tools	-	√	-	-	
Δ It is evident all state assessments are implemented as required	√	-	-	-	
Δ Utilization of an array of assessments, both formative and summative, designed to measure student progress towards meeting state performance standards and acquiring relevant skills leading to success in the 21st Century, they seek to measure are evident	√	-	-	-	
Δ Evidence of how assessments align to mission, exit outcomes and curriculum is apparent	√	-	-	-	

Δ Minimal required performance levels necessary to attain each standard are evident	√	-	-	-
√ It is apparent plans are outlined and implemented for collecting, analyzing and reporting student/school performance data	√	-	-	-

Summary:

evidence of i-Ready assessment results provide satisfactory foundation for informing instruction

4. Governance Structure of School	Strong	Sufficient	Insufficient	N/A	Comments
The key features of governing structure (usually a board of directors) are defined and include characteristics such as:					
Δ Size/ Composition of board	-	√	-	-	
Δ Board committees or advisory councils	-	-	-	√	
Δ Board's scope of authority/responsibility	√	-	-	-	
Δ Method for selecting initial board members	√	-	-	-	
Δ Board election/appointment	√	-	-	-	
Δ Bylaws, policies, guidelines or similar documents are approved and adopted by the governance team.	√	-	-	-	
Δ Legal agreements including but not limited to a Memorandum of Understanding, or operational relationship between school and granting agency exists	√	-	-	-	

Summary:

indicates satisfactory compliance with this section (4)

5. Qualifications to be met by Individuals to be employed by the School	Strong	Sufficient	Insufficient	N/A	Comments
Δ Key staff positions with the school have been identified	√	-	-	-	
Δ All “core, college predatory teachers” hold appropriate credentials (Commission on Teaching Credentialing Certificate/Permit) & all teachers are on a path to comply with AB 1505	√	-	-	-	
Δ Qualifications (knowledge, experience, education, certification, etc.) are identified for key positions	√	-	-	-	

Summary:

indicates satisfactory compliance with this section (5)

6. Health and Safety Procedures	Strong	Sufficient	Insufficient	N/A	Comments
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Δ Affirms that each employee will furnish the school with a "background check" criminal record summary	√	-	-	-
Δ Provide the charter school address and description of facilities	√	-	-	-
Δ The school's facilities comply with state building codes, ADA access requirements, and maintain records documenting said compliance	√	-	-	-
The school maintains copies of facilities inspections Outlines specific health and safety practices addressing such key areas as:				
Δ Seismic safety (structural integrity and earthquake preparedness)	-	-	-	√
Δ Student safety procedures clearly stated	√	-	-	-
Δ Natural disasters and emergencies	-	-	-	√
Δ Immunizations, health screenings administration of medications	√	-	-	-
Δ Tolerance for using drugs and/or tobacco.	√	-	-	-
Δ Staff training on emergency and first aid response	-	-	-	√
Δ References/ accompanied by more detailed set of health and safety related policies and procedures	-	-	-	√
Δ Safety and disaster plans appropriate to the site	-	-	-	√
Δ Support services such as nursing, student health screening and nutrition programs are provided	-	-	-	√
Δ Background checks and initial and ongoing tuberculosis screenings of employee candidates are conducted	√	-	-	-

Summary:

indicates satisfactory compliance with this section (6)

7. Means to Achieve a Reflective Racial and Ethnic Balance	Strong	Sufficient	Insufficient	N/A	Comments
Δ Charter School has several specific practices/policies designed to lead to a diverse student applicant pool/enrollment including: Practices and policies appear to be selected to target relevant racial and ethnic groups as evidenced by: A number of local community presentations. Partnerships with community-based organizations in order to engage in recruitment efforts. Print and non-print media used by the school to advertise, as well as the frequency with which advertisements occur is available	√	-	-	-	

Δ Copies of informational materials created by the school in languages other than English are available for review	√	-	-	-
Δ The school maintains an accurate accounting of the ethnic and racial balance of students enroll in the school	√	-	-	-
Δ The school has ongoing recruitment efforts and outreach programs to encourage applications from potential student reflecting efforts to achieve a racial and ethnic balance	√	-	-	-

Summary:

indicates satisfactory compliance with this section (7)

8. Admissions Requirements	Strong	Sufficient	Insufficient	N/A	Comments
Δ It is evident that the school provides "mandatory assurances" regarding non- discriminatory admission procedures	√	-	-	-	
Δ It is evident that there are no contradictions regarding admissions requirements. re: conversion schools and public random drawings. Policies and practices are clearly stated in writing	√	-	-	-	
Δ Admissions requirements are clearly described, including preferences	√	-	-	-	
Δ Written admissions and enrollment process and timelines are clearly stated	√	-	-	-	
Δ Statement that the charter school will admit all pupils, as called for in Education. Code 47605. is in evidence	√	-	-	-	
Δ Evidence exists that the school engages in activities to provide enrollment and access by academically low achieving and economically disadvantaged students	√	-	-	-	
Δ Evidence exists that in the event that the charter school is at capacity, enrollment will be determined by a random public drawing lottery	√	-	-	-	

Summary:

indicates satisfactory compliance with this section (8)

9. Financial Audit	Strong	Sufficient	Insufficient	N/A	Comments
√ The school has a acceptable procedure for selecting and retaining an independent auditor	√	-	-	-	
Δ The qualifications of independent auditor are clearly defined and utilized in the selection and retention of an independent auditor	√	-	-	-	
Δ The process for resolving audit exceptions to the satisfaction of the granting agency is in evidence	√	-	-	-	

Summary:

In reference to "The school has a acceptable procedure for selecting and retaining an independent auditor" the inclusion of the Financial Statements and Supplementary Information , year ended June 30,2020, is informative, however please provide information as to the procedure utilized for selecting and retaining an independent auditor during virtual site visit.

10. Pupil Suspension and Expulsion	Strong	Sufficient	Insufficient	N/A	Comments
Δ Assurances that school is adhering to suspension and expulsion policy included in approved charter petition	√	-	-	-	
Δ Written comprehensive student disciplinary policies and practices and the school has clear policy and procedures regarding discipline are in evidence	√	-	-	-	
Δ Evidence exists that the school staff has a good understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	√	-	-	-	
Δ Evidence indicates policies balance students' rights to due process with responsibility to maintain a safe learning environment	√	-	-	-	

Summary:

indicates satisfactory compliance with this section (10)

11. Staff Retirement System	Strong	Sufficient	Insufficient	N/A	Comments
Δ There is clear evidence that the Charter school staff does or does not participate in STRS, PERS, or Social Security . (if STRS, then all teachers must do so)	√	-	-	-	

Summary:

indicates satisfactory compliance with this section (11)

12. Attendance Alternatives	Strong	Sufficient	Insufficient	N/A	Comments
Δ Clear evidence indicates that the Charter School parents and students understand that they have alternative school attendance options, they may attend other district schools, or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district, or county . of residence	√	-	-	-	

Summary:

indicates satisfactory compliance with this section (12)

13. Description of Employee Rights	Strong	Sufficient	Insufficient	N/A	Comments
Δ The charter school has board approved policy in place regarding employee compensation, salary and medical benefits schedules, sick leave provisions , service credit and any other benefits that represent a potential fiscal liability to the charter school	√	-	-	-	

Summary:

indicates satisfactory compliance with this section (13)

14. Dispute Resolution Process	Strong	Sufficient	Insufficient	N/A	Comments
Δ Outlines a simple process for charter and granting agency to settle disputes	√	-	-	-	
Δ Process indicates whether it is binding on school or granting agency and is fair to both	√	-	-	-	
Δ Step by step process for identifying/framing dispute points	√	-	-	-	
Δ Whether internal chapter disputes may be brought to granting agency	√	-	-	-	
Δ Identifies specific parties to be involved at each step	√	-	-	-	
Δ Basic rules at each step	√	-	-	-	
Δ • Which results are binding	√	-	-	-	
Δ • The timelines for dispute resolution	√	-	-	-	
Δ • The means by which the costs of resolving disputes are to be shared between the district and the charter school	√	-	-	-	

Summary:

indicates satisfactory compliance with this section (14)

15. Labor Relations	Strong	Sufficient	Insufficient	N/A	Comments
Δ The Charter School makes clear which entity will be employer for Educational Employment Relations Act EERA purposes, the district or the charter school	√	-	-	-	
Δ In the event that the local district is the employer, the charter's roles in the collective bargaining process is clearly defined	√	-	-	-	

Summary:

indicates satisfactory compliance with this section (15)

16. Closure Procedures and Transfer of Records	Strong	Sufficient	Insufficient	N/A	Comments
Δ The charter school has a clear policy and description of procedures to be used if the charter school closes to which include final audit disposition of assets and liabilities, and transfer of records	√	-	-	-	

Summary:

indicates satisfactory compliance with this section (16)

17. Financial Plan	Strong	Sufficient	Insufficient	N/A	Comments
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√ Number of students, enrollment projections are reasonable and based on actual enrolled students. and students on waiting list and there is a process to review and revise the budget for changes in student enrollment and operations	√	-	-	-	We have an upcoming enrollment and marketing meeting with Accel Schools that will provide the data needed for this section.
√ Numbers of staff is in a reasonable ration to number of students	√	-	-	-	We are in the process of working with HR and interviewing for the SY21-22. More data can be provided following those meetings.
Δ Financial reports are submitted to LVUSD in accordance with state criteria and standards, and in compliance with LVUSD, county, and state timelines. Required Financial Reports include: Annual Adopted Budget, Unaudited. Actuals, First Interim, Second Interim, Third Interim,- Annual, LCAP, Annual Audit, P 1, P 2, P 3, Report Review, FCMAT Calculator	√	-	-	-	

Summary:

In reference to Section 17, Financial Reports represent strong evidence of compliance with this section

18. Planning Assumptions	Strong	Sufficient	Insufficient	N/A	Comments
Δ Facilities needs are reviews annually	-	-	-	√	

Summary:

19. 22 SUPPLEMENTAL INFORMATION (Education Code 47605 (g)) Part 1, Special Education / SELPA	Strong	Sufficient	Insufficient	N/A	Comments
Δ The charter school can provide evidence that it is committed to serving all students, especially the highest needs students: those who require special education services; those who are English learners; of 1973; and those who are gifted and talented	√	-	-	-	
√ The charter school is an LEA within SELPA	√	-	-	-	
Δ Confers on a regular basis with the SELPA regarding the special education responsibilities of charter	√	-	-	-	
Δ Consistently complies with SELPA requirements and policies	√	-	-	-	
Δ The charter school has adopted written policies and procedures which describe how special education services are provided consistent with the SELPA's plans	√	-	-	-	

Δ The charter school has adopted policies regarding its Special Education fiscal allocation plan	√	-	-	-
The charter school approved petition and/or MOU defines and describes the responsibilities of each party (charter and sponsoring district) for service delivery of the following?				
Δ Referral	√	-	-	-
Δ Assessment	√	-	-	-
Δ Instruction	√	-	-	-
Δ Due Process	√	-	-	-
Δ Agreements describing allocation of actual and excess costs	√	-	-	-
Δ The charter school is fiscally responsible for its fair share of any encroachment upon the authorizing districts' general fund as a result of the charter school providing special education services.	√	-	-	-
Δ The charter school provides notification to SELPA Director of intent prior February 1st of preceding school year	-	-	-	√
Δ Provides notification that charter school is located within SELPA geographical boundaries	√	-	-	-
Δ Provides current operating budget in accordance with Ed Code 42130 and 42131	√	-	-	-
Δ Provides assurances that all will be instructed in safe environment	√	-	-	-
Δ Provides copy of original charter petition and any amendments	√	-	-	-
Δ Is responsible for legal fees relating to application and assurances process	√	-	-	-
Δ Meets terms of the "Agreement Regarding the organization, implementation administration, and Operation of the SELPA"	√	-	-	-
Δ Provides assurances that it meets the terms of chartering agency and SELPA policies and procedures	√	-	-	-
Δ Provides assurances it is fiscally responsible for its fair share of any encroachment to the chartering agencies' general funds	√	-	-	-

REQUIRED SUPPLEMENTAL INFORMATION Part 2: English Learners General The charter school ensures that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English. The charter school ensures that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students. The charter school has a board approved EL Master Plan The charter school meets all ELPAC testing deadlines ELAC The charter school meets the parameters for the ELAC Requirement - If yes, more forward. Each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC). The charter school collects evidence the ELAC is meeting its responsibilities through the following tasks:

Δ Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.

- - - √

Δ Assisting in the development of the schoolwide needs assessment.

- - - √

Δ Creating ways to make parents aware of the importance of regular school attendance.

√ - - -

Δ Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

- - - √

Δ Districts with 31 or more ELACs may use a system of proportional or regional representation.

- - - √

Δ Composition Requirements The charter school ensures the ELAC meets the Composition Requirements Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body

- - - √

Δ Elections: The charter school ensures the elections meet the following requirement. The parents or guardians of English learners shall elect the parent members of ELAC. Parents or guardians of English learners shall be provided the opportunity to vote in the election

- - - √

Δ Training: The charter school ensures the required training is provided. ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions. Legal References • California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)

- - - √

Δ DELAC The charter school meets the parameters for DELAC requirement - if yes, move forward
Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. The charter school collects evidence the DELAC is meeting its responsibilities through the following tasks: The DELAC shall advise the school district governing board on at least the following tasks: Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.

- - - √

Δ Conducting of a district wide needs assessment on a school-by-school basis.

- - - √

Δ Establishment of district program, goals, and objectives for programs and services for English learners.

- - - √

Δ Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.

- - - √

Δ Review and comment on the school district reclassification procedures.

- - - √

Δ Review and comment on the written notifications required to be sent to parents and guardians.

- - - √

Δ If the DELAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).* * *Under the LCFF, districts with at least 50 English learners and whose total enrollment includes at least 15% English learners must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP. Composition Requirements

- - - √

Δ The charter school ensures the ELAC meets the Composition Requirement

- - - √

Δ Parents or guardians of English learners shall constitute the majority membership (51 percent or more) of the committee.

- - - √

Δ Elections: The charter school ensures the elections meet the following requirements. Each school's English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one of its members to be a site representative DELAC member. If the district has 31 or more ELACs, it may use a system of proportional or regional representation.

- - - √

Δ Training: The charter school ensures required training is provided. School districts shall provide DELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions. Legal References • California Education Code, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)

- - - √

Summary:

indicates satisfactory compliance with this section (19)