

# **Elite Academic Academy, Adult Workforce Investment, Charter School**

## **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**

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#### **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

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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.
- 
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:                      |  |               |  |
| Charter School: Location- School Address: |  |               |  |
| Charter School Contact: Name              |  |               |  |
| Home Address                              |  |               |  |
| Email Address:                            |  | Phone Number: |  |
| School Phone Number:                      |  | Fax Number:   |  |

### Legend

The oversight process utilized by the District has been designed relevant to implementation of pertinent Education Code sections. 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 an annual self-review , including but not limited to, completing self-review materials. 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 material is used to guide the visitation. Oversight visitations are designed to review and validate the self-review in reference to documents and observations of the actual operations of the Charter School.

The self-review responds to essential components of the 16 required elements included in the board approved Charter School's Petition. In addition, two elements of the required 16 elements will be reviewed in more depth, one area of focus being Financial. The other area of focus will be determined by an agreement between the district and charter school. If the District determines that a need for additional in depth review or a particular aspect of the Charter School is warranted, a more rigorous oversight process will be initiated on the identified specific elements requiring further review.

At the conclusion of the annual oversight process, 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 LCAP, School Dashboard , WASC, and Annual Audit materials as conformation or evidence related to self-review items.

### LEGEND

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

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

Σ Indicates an element for an in-depth review by the Charter School and follow up by the LVUSD Oversight Team

The ratings Strong, Sufficient, Insufficient may be converted to rubric scores, Strong = 2, Sufficient = 1 and Insufficient = 0. They represent the degree of evidence that is available to support fulfillment of the board approved charter school's petition goals and objectives, compliance with contingent MOU as well as applicable Ed Code requirements.

| <b>1. 1. Educational Program</b>  | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
|---|---------------|-------------------|---------------------|------------|-----------------|
| <b>a. Targeted School Populations</b>   |               |                   |                     |            |                 |
| Σ Targeted School Populations are reflective of student population to be served as outlined in board approved charter petition              | -             | -                 | -                   | -          |                 |
| Σ Age, grade levels and number of students  | -             | -                 | -                   | -          |                 |
| Σ Type of desired student populations   | -             | -                 | -                   | -          |                 |
| <b>b. Attendance</b>  |               |                   |                     |            |                 |
| Σ The school is using an approved student attendance accounting system  | -             | -                 | -                   | -          |                 |
| Σ School year and school day are published and approved by the Charter School   | -             | -                 | -                   | -          |                 |
| Σ 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:                 |               |                   |                     |            |                 |
| Σ The learning setting (e.g. traditional, home-based, distance learning is in evidence as described in the board approved charter petition) | -             | -                 | -                   | -          |                 |
| Σ Subject areas scope and sequence is aligned with skills to be taught  | -             | -                 | -                   | -          |                 |
| Σ Clear rationale supporting teaching methodologies for intended population   | -             | -                 | -                   | -          |                 |
| Σ Instructional design and/or strategies are based on successful practice or research   | -             | -                 | -                   | -          |                 |
| Σ 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:                |               |                   |                     |            |                 |
| Σ A plan or strategy to support students not meeting pupil outcomes   | -             | -                 | -                   | -          |                 |
| Σ Programs for English Language Learner   | -             | -                 | -                   | -          |                 |
| Σ Programs for Gifted Students/ Proficient Students   | -             | -                 | -                   | -          |                 |
| Σ Programs for below grade level and other at-risk students   | -             | -                 | -                   | -          |                 |
| Σ Programs for Special Education Students   | -             | -                 | -                   | -          |                 |

|   |               |                   |                     |            |                 |
|---|---------------|-------------------|---------------------|------------|-----------------|
| Σ Monitoring student groups' progress informs the implementation of the school's instructional program  | -             | -                 | -                   | -          |                 |
| <b>d. Transferability of Courses (H.S.) evidence exists for the following:</b>  |               |                   |                     |            |                 |
| Σ 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 | -             | -                 | -                   | -          |                 |
| <b>e. What It Means to be an Educated Person in the 21st Century</b>  |               |                   |                     |            |                 |
| Σ Evidence that the charter school is enabling pupils to become self-motivated, competent, life-long learners   | -             | -                 | -                   | -          |                 |
| Σ A clear list of academic skills and qualities important for an educated person is provided for each student and parent of the charter school  | -             | -                 | -                   | -          |                 |
| Σ 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  | -             | -                 | -                   | -          |                 |
| Σ 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          | -             | -                 | -                   | -          |                 |
| <b>2. Measurable Student Outcomes - Exit Outcomes/GraduationStandards</b>   | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
| Σ Verify that pupil outcomes are measurable, i.e. specific assessments listed for exit outcomes   | -             | -                 | -                   | -          |                 |
| Σ Demonstrate that pupil outcomes address state content performance standards in core areas   | -             | -                 | -                   | -          |                 |
| Σ Assure outcomes include acquisition of academic and non-academic skills   | -             | -                 | -                   | -          |                 |
| Σ Listing of exit outcomes, encompassing specific skills, are available   | -             | -                 | -                   | -          |                 |
| Σ Affirm that "benchmark" skills and specific classroom-level skills are being developed  | -             | -                 | -                   | -          |                 |
| Σ Demonstrate that exit outcomes align to the charter school's mission, curriculum and assessments  | -             | -                 | -                   | -          |                 |
| Σ Evidence that college-bound students wishing to attend California colleges or universities have the opportunity to take courses that meet the "A-G" requirements  | -             | -                 | -                   | -          |                 |

|  |               |                   |                     |            |                 |
|--|---------------|-------------------|---------------------|------------|-----------------|
| <b>Σ Publish school-wide student performance goals regarding expected student outcomes over time regarding attendance, dropout, and graduation rates</b>   | -             | -                 | -                   | -          |                 |
| <b>Σ Continuous review and updating of exit outcomes and performance goals based on real student data, including summative and formative assessments over time</b>   | -             | -                 | -                   | -          |                 |
| <b>Σ Are high school graduation requirements defined and known by students and parents?</b>  | -             | -                 | -                   | -          |                 |
| <b>Σ If the charter school is a high school, are WASC accreditation standards, and requirements being addressed?</b>   | -             | -                 | -                   | -          |                 |
| <b>3. The Method by Which Pupil Progress Will Be Measured</b>  | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
| <b>√ At least one assessment method or tool listed for each of the exit outcomes is evident</b>  | -             | -                 | -                   | -          |                 |
| <b>Δ Assessments include multiple, valid and reliable measures using traditional and/or alternative tools</b>  | -             | -                 | -                   | -          |                 |
| <b>√ It is evident all state assessments are implemented as required</b>   | -             | -                 | -                   | -          |                 |
| <b>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</b> | -             | -                 | -                   | -          |                 |
| <b>Δ Evidence of how assessments align to mission, exit outcomes and curriculum is apparent</b>  | -             | -                 | -                   | -          |                 |
| <b>Δ Minimal required performance levels necessary to attain each standard are evident</b>   | -             | -                 | -                   | -          |                 |
| <b>√ It is apparent plans are outlined and implemented for collecting, analyzing and reporting student/school performance data</b>   | -             | -                 | -                   | -          |                 |
| <b>4. Governance Structure of School</b>   | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
| <b>The key features of governing structure (usually a board of directors) are defined and include characteristics such as:</b>   |               |                   |                     |            |                 |
| <b>√ Size/ Composition of board</b>  | -             | -                 | -                   | -          |                 |
| <b>√ Board committees or advisory councils</b>   | -             | -                 | -                   | -          |                 |
| <b>√ Board's scope of authority/responsibility</b>   | -             | -                 | -                   | -          |                 |
| <b>√ Method for selecting initial board members</b>  | -             | -                 | -                   | -          |                 |

|  |   |   |   |   |
|--|---|---|---|---|
| √ Board election/appointment   | - | - | - | - |
| √ Bylaws, policies, guidelines or similar documents are approved and adopted by the governance team.   | - | - | - | - |
| √ Legal agreements including but not limited to a Memorandum of Understanding, or operational relationship between school and granting agency exists | - | - | - | - |

|  |               |                   |                     |            |                 |
|--|---------------|-------------------|---------------------|------------|-----------------|
| <b>5. Qualifications to be met by Individuals to be employed by the School</b> | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
|--|---------------|-------------------|---------------------|------------|-----------------|

|   |   |   |   |   |
|---|---|---|---|---|
| √ Key staff positions with the school have been identified  | - | - | - | - |
| √ 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   | - | - | - | - |

|  |               |                   |                     |            |                 |
|--|---------------|-------------------|---------------------|------------|-----------------|
| <b>6. Health and Safety Procedures</b> | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
|--|---------------|-------------------|---------------------|------------|-----------------|

|   |   |   |   |   |
|---|---|---|---|---|
| √ Affirms that each employee will furnish the school with a "background check" criminal record summary                                | - | - | - | - |
| √ 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  | - | - | - | - |



|  |               |                   |                     |            |                 |
|--|---------------|-------------------|---------------------|------------|-----------------|
| <b>Δ References/ accompanied by more detailed set of health and safety related policies and procedures</b>   | -             | -                 | -                   | -          |                 |
| <b>Δ Safety and disaster plans appropriate to the site</b>   | -             | -                 | -                   | -          |                 |
| <b>Δ Support services such as nursing, student health screening and nutrition programs are provided</b>  | -             | -                 | -                   | -          |                 |
| <b>Δ Background checks and initial and ongoing tuberculosis screenings of employee candidates are conducted</b>  | -             | -                 | -                   | -          |                 |
| <b>7. Means to Achieve a Reflective Racial and Ethnic Balance</b>  | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
| <b>√ Lists several specific practices/policies likely to lead to diverse student applicant pool/ enrollment practices and policies appear to be selected to target relevant racial and ethnic groups</b> | -             | -                 | -                   | -          |                 |
| <b>Δ Number of local community presentations</b>   | -             | -                 | -                   | -          |                 |
| <b>Δ The community-based organizations the charter will partner with in order to engage in recruitment efforts</b>   | -             | -                 | -                   | -          |                 |
| <b>Δ Evidence and copies of the print and non-print media used by the school to advertise, as well as the frequency with which advertisements occur is available</b>                                     | -             | -                 | -                   | -          |                 |
| <b>Δ Copies of informational materials created by the school in languages other than English are in evidence</b>   | -             | -                 | -                   | -          |                 |
| <b>Δ The school maintains an accurate accounting of the ethnic and racial balance of students enroll in the school</b>   | -             | -                 | -                   | -          |                 |
| <b>Δ The school has ongoing recruitment efforts and outreach programs to encourage applications from potential students reflecting efforts to achieve a racial and ethnic balance</b>                    | -             | -                 | -                   | -          |                 |
| <b>8. Admissions Requirements</b>  | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
| <b>√ It is evident that the school provides "mandatory assurances" regarding non- discriminatory admission procedures</b>  | -             | -                 | -                   | -          |                 |
| <b>√ 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</b>       | -             | -                 | -                   | -          |                 |
| <b>Δ Admissions requirements are clearly described, including preferences</b>  | -             | -                 | -                   | -          |                 |
| <b>Δ Written admissions and enrollment process and timelines are clearly stated</b>  | -             | -                 | -                   | -          |                 |

|   |               |                   |                     |            |                 |
|---|---------------|-------------------|---------------------|------------|-----------------|
| <b>Δ Statement that the charter school will admit all pupils, as called for in Education. Code 47605. is in evidence</b>  | -             | -                 | -                   | -          |                 |
| <b>Δ Evidence exists that the school engages in activities to provide enrollment and access by academically low achieving and economically disadvantaged students</b>                                   | -             | -                 | -                   | -          |                 |
| <b>Δ Evidence exists that in the event that the charter school is at capacity, enrollment will be determined by a random public drawing lottery</b>   | -             | -                 | -                   | -          |                 |
| <b>9. Financial Audit</b>   | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
| <b>Δ The school has a acceptable procedure for selecting and retaining an independent auditor</b>   | -             | -                 | -                   | -          |                 |
| <b>Δ independent auditor has required credentials- authorizations</b>   | -             | -                 | -                   | -          |                 |
| <b>√ The mandatory annual audit employs generally accepted accounting procedures</b>  | -             | -                 | -                   | -          |                 |
| <b>Δ The specific scope of audit is well defined</b>  | -             | -                 | -                   | -          |                 |
| <b>Δ The timing of audit and whom it will be sent to is clearly defined</b>   | -             | -                 | -                   | -          |                 |
| <b>√ The process for resolving audit exceptions to satisfaction of granting agency is in evidence</b>   | -             | -                 | -                   | -          |                 |
| <b>10. Pupil Suspension and Expulsion</b>   | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
| <b>√ Assurances that school is adhering to suspension and expulsion policy included in approved charter petition</b>  | -             | -                 | -                   | -          |                 |
| <b>Δ Written comprehensive student disciplinary policies and practices are in evidence</b>  | -             | -                 | -                   | -          |                 |
| <b>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</b> | -             | -                 | -                   | -          |                 |
| <b>Δ Evidence indicates policies balance students' rights to due process with responsibility to maintain a safe learning environment</b>  | -             | -                 | -                   | -          |                 |
| <b>11. Staff Retirement System</b>  | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
| <b>√ 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)</b>                                 | -             | -                 | -                   | -          |                 |
| <b>12. Attendance Alternatives</b>  | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |

√ 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

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### 13. Description of Employee Rights

Strong

Sufficient

Insufficient

N/A

Comments

√ The Charter School policy clearly describes the collective bargaining agreement which will be controlling (Charter School or Approving District)

- - - -

Δ The Charter School policy clearly describes whether or not and how staff may be or resume employment within the district

- - - -

Δ The Charter School policy clearly describes the disposition (whether or not sick/vacation leave) is able to carry over to and from charter school

- - - -

Δ The Charter School has clear policy as to whether or not staff will continue to earn service credit (tenure) in district while serving at the charter school

- - - -

### 14. Dispute Resolution Process

Strong

Sufficient

Insufficient

N/A

Comments

Δ Does your current charter petition outline the dispute resolution process?

- - - -

Δ Have you had to use the dispute resolution process this current school year? If so, please explain in the notes

- - - -

### 15. Labor Relations

Strong

Sufficient

Insufficient

N/A

Comments

Δ Describes which entity will be employer for 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 are clearly defined

- - - -

### 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

- - - -

### 17. Financial Plan

Strong

Sufficient

Insufficient

N/A

Comments

Σ Number of students, enrollment projections are reasonable and based on actual enrolled students and students on waiting list

- - - -

Σ Numbers of staff is in a reasonable ration to number of students

- - - -

|   |               |                   |                     |            |                 |
|---|---------------|-------------------|---------------------|------------|-----------------|
| <b>Σ There is a process to review and revise the budget for changes in student enrollment and operations</b>            | -             | -                 | -                   | -          |                 |
| <b>18. Planning Assumptions</b>   | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
| <b>Δ Facilities needs are reviews annually</b>  | -             | -                 | -                   | -          |                 |
| <b>Δ Costs of all major items are identified and within reasonable market ranges</b>                                    | -             | -                 | -                   | -          |                 |
| <b>Σ Revenue assumptions are in line with state and federal funding guidelines</b>                                      | -             | -                 | -                   | -          |                 |
| <b>Σ Revenue from "soft" sources less than 10% of on-going operational costs</b>  | -             | -                 | -                   | -          |                 |
| <b>Δ Timeline allows window for grant applications to be submitted and funded</b>                                       | -             | -                 | -                   | -          |                 |
| <b>19. Annual Operating Budget</b>  | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
| <b>Σ The budget has been approved by the governing board and includes sufficient expenditures to implement the LCAP</b> | -             | -                 | -                   | -          |                 |
| <b>Σ There is a process to review and revise the budget for changes in student enrollment and operations</b>            | -             | -                 | -                   | -          |                 |
| <b>Σ Annual revenues and expenditures clearly identified by Source</b>  | -             | -                 | -                   | -          |                 |
| <b>Σ Revenue assumptions closely related to applicable state and federal funding formula</b>                            | -             | -                 | -                   | -          |                 |
| <b>Σ Expenditure assumptions reflect school design plan</b>   | -             | -                 | -                   | -          |                 |
| <b>Σ Expenditure assumptions reflect market costs</b>   | -             | -                 | -                   | -          |                 |
| <b>Σ "Soft" revenues not critical to solvency</b>   | -             | -                 | -                   | -          |                 |
| <b>Σ Strong reserve or projected ending balance (the largest of 2-3% of expenditure or \$25,000)</b>                    | -             | -                 | -                   | -          |                 |
| <b>Σ Capital is sufficient to cover deficits and multi-year budget is projected to balance</b>                          | -             | -                 | -                   | -          |                 |
| <b>Σ Expenditure for insurance are budgeted and sufficient, hold harmless agreements are in place</b>                   | -             | -                 | -                   | -          |                 |
| <b>Σ Expenditure are budgeted and are sufficient for reasonably expected legal services</b>                             | -             | -                 | -                   | -          |                 |
| <b>Σ Expenditure for special education excess costs are consistent with current experience in county</b>                | -             | -                 | -                   | -          |                 |

|   |               |                   |                     |            |                 |
|---|---------------|-------------------|---------------------|------------|-----------------|
| ✓ Did you meet LVUSD deadlines for turning in all budgets?  | -             | -                 | -                   | -          |                 |
| ✓ Did LVUSD provide you feedback and support you on your budget creation?   | -             | -                 | -                   | -          |                 |
| <b>20. Cash Flow Analysis</b>   | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
| Σ Cash flow projections are prepared and updated regularly to ensure that sufficient funds are available to meet the charter school's financial obligations. These projections correlate to financial reports   | -             | -                 | -                   | -          |                 |
| Σ Monthly revenue projection receipts are in line with state/federal funding disbursements  | -             | -                 | -                   | -          |                 |
| Σ Expenditures projected by month and correspond with typical/reasonable schedules  | -             | -                 | -                   | -          |                 |
| Σ Cash flow reflects positive fund balance each month and/or identify sources of working capital  | -             | -                 | -                   | -          |                 |
| <b>21. Multi-Year Plan</b>  | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
| Σ Revenues and expenditures are projected for at least two additional years   | -             | -                 | -                   | -          |                 |
| Σ Revenue assumptions are reasonable based on most current data from county-state based federal revenues  | -             | -                 | -                   | -          |                 |
| Σ Revenue assumptions based on reasonable student growth projections  | -             | -                 | -                   | -          |                 |
| Σ Revenue assumptions are based upon reasonable. cost-of-living and inflation assumptions   | -             | -                 | -                   | -          |                 |
| Σ Annual fund balances are positive or likely sources of working Capital are identified   | -             | -                 | -                   | -          |                 |
| <b>22. 22 SUPPLEMENTAL INFORMATION (Education Code 47605 (g))</b>   | <b>Strong</b> | <b>Sufficient</b> | <b>Insufficient</b> | <b>N/A</b> | <b>Comments</b> |
| ✓ 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; those who are eligible for services under Section 504 of the Rehabilitation Act of 1973; and those who are gifted and talented | -             | -                 | -                   | -          |                 |
| ✓ The charter school is an independent LEA for special education purposes and a member of an independent SELPA  | -             | -                 | -                   | -          |                 |
| ✓ The charter school is not and independent LEA and is a part of the District   | -             | -                 | -                   | -          |                 |

√ The school confers on a regular basis with the SELPA regarding the special education responsibilities of charter

- - - -

√ The school consistently complies with SELPA requirements and policies

- - - -

√ The charter school has adopted policies regarding its Special Education fiscal allocation plan

- - - -

Charters that are not independent LEA and are part of the district please answer the following:

√ Charter 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

- - - -

√ The school provides notifications to SELPA Director of intent in accordance with required time lines. (The notification must be received by your current SELPA Director and the California Department of Education at least one full year before your intended exit is to be effective (on or before June 30th). )

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