

TABLE OF CONTENTS

Tab 1. Introduction 2

Tab 2. Oversight Process, Legend – Ratings 6

Tab 3. AB 1505, AB 1507, AB 98 , AB 130 10

Tab 4. Survey, Required 16 Elements 14

Tab 5. Survey, Financial 38

Tab 6. Survey, Independent Study 40

Tab 7. Survey, Supplemental Information, Part 1, Special Education 66

Tab 8. Survey, Supplemental Information, Part 2 English Learners 69

Revised 2021 - 2022

LUCERNE VALLEY UNIFIED SCHOOL DISTRICT

CHARTER SCHOOL OVERSIGHT

Statement of Purpose:

In compliance with the intent of the California Legislative, **Lucerne Valley Unified School District** ("LVUSD") 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.

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:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public-school system.
- (f) Hold the schools established under this legislation accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public-school system to stimulate continual improvements in all public 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 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.

LVUSD, in compliance with Ed Code 47604 requirements, provides the following charter school support and oversight:

1. Identify at least one staff member as a contact person for the charter school.

LVUSD has a team of trained charter oversight contacts providing oversight and support for district approved charter schools as follows:

The Superintendent provides oversight and support for approved charter school boards, administration, leadership, governance, personnel and legal services, fiscal matters, compliance issues, general guidance and assistance related to the approved charter schools.

The Chief Business Official provides oversight and support for fiscal services, categorical programs, and food services related matters.

The Administrative Assistant. to the Superintendent provides oversight and support related to requests for records, CALPADS, and state reporting requirements.

Erickson Law Firm, A Professional Corporation, provides the LVUSD with document review and legal advice related to LVUSD charter school matters.

2. Visit each charter school at least annually.

LVUSD conducts the following communication and site visits with each charter:

The LVUSD Charter School Oversight Team conducts at least one on-site visit annually to all LVUSD approved charter schools. Due to the current COVID guidance - restrictions, LVUSD Charter School Oversight Team conducts at least one virtual visit annually,) to all LVUSD approved charter schools.

The Superintendent conducts regular, at least monthly, "check-in" phone conference sessions with LVUSD charter school's administration.

LVUSD provides phone and in-person support and oversight, as needed.

Each charter school provides monthly reports (written and/or oral) which are included on LVUSD's regular board agenda as a standing item.

3. LVUSD ensures that each charter school under its authority complies with all reports required by law of charter schools, including the Annual Update required pursuant to Section Establishment of charter schools (EC 47606.5) and Public- School Performance Accountability Program (EC 52052.)

LVUSD conducts annual audits for approved charter schools. In compliance with this requirement, a comprehensive checklist, Charter School Oversight Survey "CSOS" which incorporates elements of the "FCMAT Annual Charter Oversight Checklist" as a formal, structured, criteria-based guide utilized during the annual onsite audits. This detailed checklist is included in the addendum. Ed. Codes 47606.5, 52052

4. Monitor the fiscal condition of each charter school under its authority (EC47604.33.):

(a) Each charter school shall annually prepare and submit the following reports to its chartering authority and the county superintendent of schools, or only to the county superintendent of schools if the county board of education is the chartering authority:

(1) On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.

(2) On or before July 1, a local control and accountability plan and an annual update to the Local Control and Accountability Plan required pursuant to Section 47606.5.

(3) On or before December 15, an interim financial report. This report shall reflect changes through October31.

(4) On or before March 15, a second interim financial report. This report shall reflect changes through January31.

(5) On or before September 15, a final unaudited report for the full prioryear.

(b) The chartering authority shall use any financial or other information it obtains from the charter school, including, but not limited to, the reports required by this section, to perform the duties described in subdivision (a) of Section 47604.32, including monitoring the fiscal condition of the charter school.

In conjunction with oversight obligations LVUSD places the above referenced reports (1-4) on designated board agendas which are published and available to the public.

5. LVUSD provides timely notification to the Department of Education if any of the following circumstances occur, or will occur regarding a charter school for which it is the chartering authority:

- A renewal of the charter is granted or denied.
- The charter is revoked.
- The charter school will cease operation for any reason.

The cost of performing the required duties shall be funded with supervisorial oversight fees collected pursuant to Section 47613.

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:

Yes ---- No ---- NA (non-applicable)

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.

Required elements of a charter school are as follows:

1. Educational Program

Education Code Section 47605(b)(5)(A)(i)

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

Education Code Section 47605(b)(5)(A)(iii)

If the proposed charter school will serve high school pupils, a description of the way the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as credible under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.

2. Measurable Pupil Outcomes

Education Code Section 47605(b)(5)(B)

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school's educational program.

3. Outcome Measurement

Education Code Section 47605(b)(5)(C)

The which pupil progress in meeting those pupil outcomes is to be measured.

4. Governance Structure

Education Code Section 47605(b)(5)(D)

The governance structure of the charter school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

5. Employee Qualifications

Education Code Section 47605(b)(5)(E)

The qualifications to be met by individuals to be employed by the charter school.

6. Health and Safety

Education Code Section 47605(b)(5)(F)

The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnishes the charter school with a criminal record summary as described in Section 44237.
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

7. Racial and Ethnic Balance Education Code Section

47605(b)(5)(G)

The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils ... that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted

8. Admissions Requirements Education Code Section 47605(b)(5)(H)

Admission requirements, if applicable.

9. Independent Financial Audits Education Code

Section 47605(b)(5)(I)

The way annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles and the way audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

10. Student Suspension and Expulsion Education Code

Section 47605(b)(5)(J)

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason.

11. Employee Retirement Systems Education Code

Section 47605(b)(5)(K)

How staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

12. Student Attendance Alternatives Education Code

Section 47605(b)(5)(L)

The public-school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

13. Return Rights of District Employees Education Code

Section 47605(b)(5)(M)

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.

14. Dispute Resolution

Education Code Section 47605(b)(5)(N)

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

15. Labor Relations

Δ. The Charter School makes clear which entity will be employer for Educational Employment Relations Act. EERA purposes, the district of the charter school

A In the event that the local district is the employer, the charter's role the collective bargaining process is clearly defined

16. Procedures for Closing

Education Code Section 47605(b)(5)(O)

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

Additional Ed Code Requirements, operating as a nonprofit

Education Code Section 47604

Operating as or by a nonprofit public benefit corporation; board membership; liability

- (a) A charter school may elect to operate as, or be operated by, a nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (Part 2 (commencing with Section 5110) of Division 2 of Title 1 of the Corporations Code).
- (b) (1) On and after July 1, 2019, a petitioner that submits a charter petition or a charter school that submits a charter renewal or material revision application shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. For purposes of this section, a for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.
- (2) (A) "Operate as, or be operated by," as referenced in paragraph (1), means services provided by a for-profit corporation to a charter school that include any of the following:
- (i) Nominating, appointing, or removing board members or officers of the charter school.
 - (ii) Employing, supervising, or dismissing employees of the charter school, including certificated and noncertificated school personnel.
 - (iii) Managing the charter school's day-to-day operations as its administrative manager.
 - (iv) Approving, denying, or managing the budget or any expenditures of the charter school that are not authorized by the governing body of the charter school.
 - (v) Providing services to a charter school before the governing body of the charter school has approved the contract for those services at a publicly noticed meeting.
- (B) A charter school shall not enter into a subcontract to avoid the requirements of this paragraph.
- (c) A chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation shall be entitled to a single representative on the board of directors of the nonprofit public benefit corporation.
- (d) A chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not 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 chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Section 47604.32 and subdivision (m) of Section 47605.
- (e) This section shall become operative on July 1, 2019

Education Code Section 47604.3

Responding to inquiries

A charter school shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its chartering authority, the county office of education that has jurisdiction over the school's chartering authority, or from the Superintendent of Public Instruction and shall consult with the chartering authority, the county office of education, or the Superintendent of Public Instruction regarding any inquiries.

Financial Oversight:

The District provides oversight of budget, accounting, and financial reports per the items listed in (EC 47604.33). Each charter provides the documents for review and, as needed, approval. The District utilizes the Lucerne Valley Unified School District, charter school Oversight Support Checklist (CSOSC) to provide a criteria reference-based site visiting guide to review, assess, and validate fiscal and business operations and practices of LVUSD charter schools. The areas included, but are not limited to, board policies, business practices, attendance accounting, independent study accounting, handling of cash, disbursements, record retention, payroll, equipment inventory, independent audit documents, and financial condition. A review of the LCAP document is conducted annually.

MEMORANDUMS OF UNDERSTANDING:

LVUSD has a Memorandum of Understanding (MOU) with each approved charter school. The MOUs include provisions specifying term and renewal policies; funding; legal compliance and relationships; fiscal reporting; district oversight; district services; special education or 504 services; insurance and risk management; employment of teachers; educational programs and curriculum; data reporting such as ADA; facilities; pupil transportation; and charter or district obligations.

As part of LVUSD's oversight responsibility, LVUSD shall at least annually review each element of the respective charter school's MOU as to assure compliance with the terms of the MOU. Any issue or matter that requires attention will be noted in writing as well as a schedule for remediation in accordance with the terms of the respective MOU.

AB 1505

Among other things...

This bill would revise and recast numerous provisions relating to the submission of petitions to establish charter schools, the appeal to county boards of education and to the state board of decisions of the governing boards of school districts to deny approval or renewal of charter schools, and the revocation of charters by chartering authorities. The bill would specify criteria and procedures for the consideration and determination of these issues.

The bill would require that a petition to establish a charter school be submitted only to the governing board of the school district or county office of education within the boundaries of which the charter school proposes to locate.

The bill would authorize a chartering authority to deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or is not serving all pupils who wish to attend, as specified.

(2) Existing law requires teachers in charter schools to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to what a teacher in other public schools would be required to hold.

This bill would instead require teachers in charter schools to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment, except that a person employed as a teacher in a charter school during the 2019–20 school year would have until July 1, 2025, to obtain that certificate, permit, or other document.

AB 1507

Among other things ...

This bill would delete the authority of a charter school to locate outside the jurisdiction or geographic boundaries of the chartering school district because the charter school has attempted to locate a single site or facility to house the entire program, but a site or facility is unavailable in the area in which the charter school chooses to locate, or the site is needed for temporary use during a construction or expansion project. The bill would authorize a charter school that established one site outside the boundaries of the school district, but within the county in which that school district is located before January 1, 2020, to continue to operate that site until the charter school submits a request for the renewal of its charter petition, and would authorize a charter school to continue operating that site if the charter school either, before submitting the request for the renewal of the charter petition, first obtains written approval from the school district where the site is operating, or submits a request for the renewal of the charter petition, as specified, to the school district in which the charter school is located.

SB. 98

Among other things ...

The provisions in Senate Bill (SB) 08 (Chapter 24/2020) authorizing local educational agencies (LEAs) to offer distance learning on an LEA or schoolwide basis are found in Education Code Section (EC SS) 43503, which became operative as part of the 2020-21 State Budget. In part, SB 98 provides for:

- (1) For in-person instruction, instructional minutes shall be based on time scheduled under the immediate physical supervision and control of an employee of the local educational agency who possesses a valid certification document, registered as required by law.
- (2) For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law.
- (3) For a combined day of instruction delivered through both in-person instruction and distance learning, time scheduled under the immediate supervision of an employee of the local educational agency who possesses a valid certification document a registered by law to meet the equivalent of a minimum day of instruction

AB 130
July 15, 2021

Changes to Independent Study Requirements

Dear County and District Superintendents and Charter School Administrators:

Governor Gavin Newsom signed Assembly Bill (AB) 130 into law on July 9, 2021. This bill makes changes to independent study (IS). Some of the changes apply to all local educational agencies (LEAs), and some apply only to school districts and county offices of education (COEs). Although this communication is not inclusive of all of the changes to IS, it highlights several of the more pressing new elements for the 2021–22 school year that LEAs need to be aware of before IS instruction begins. These include IS offering requirements, a provision for waivers of the offering requirements, as well as required parent notification, pupil-parent-educator conferences, and additions to board policies and written agreements. In the coming weeks the California Department of Education (CDE) will issue additional guidance in the form of frequently asked questions and webinars about the new IS requirements.

Independent Study Offering and Waiver Requirements

For the 2021–22 school year only, school districts and COEs are required to offer IS as an educational option (*Education Code [EC] Section 51745*). This requirement does not apply to charter schools.

School districts may choose to contract with a COE or establish an interdistrict transfer agreement with another school district to meet the requirement of offering IS for the 2021–22 school year. If the district demonstrates that the requirement creates an “unreasonable fiscal burden,” and entering into an interdistrict transfer agreement or contract is not a viable option, the requirement to offer IS can be waived for a school district by the COE, and for a COE or school district in a single district county by the CDE.

In addition, AB 130 adds *EC* Section 46393 which requires all LEAs to include a plan for offering IS to pupils affected by school closures, along with the affidavit completed in submitting a Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A. This requirement applies to all requests due to events that occur after September 1, 2021, and is not limited to the 2021–22 school year.

Parent Notification

In order to communicate the educational options for families and their pupils in the 2021–22 school year, AB 130 has a requirement that school districts and COEs notify parents and guardians of their options to enroll their pupil in in-person instruction or IS during the 2021–22 school year (*EC* Section 51747). This notice shall include written information on the LEA’s internet website, including, but not limited to, the right to request a pupil-parent-educator conference meeting prior to enrollment, pupil rights regarding procedures for enrolling, disenrolling, and reenrolling in IS, and the synchronous and asynchronous instructional time that a pupil will have access to as part of IS.

Pupil-Parent-Educator Conferences

Prior to signing the IS written agreement for IS, and at a pupil or parent or guardian’s request, all LEAs offering IS must hold a pupil-parent-educator conference or school meeting via phone, videoconference, or in-person (*EC* Section 51747). At a minimum this conference or meeting must involve all of the people who sign the pupil’s written agreement for IS. During the conference or school meeting, attendees may ask questions about the educational options, curriculum offerings, and nonacademic supports available to the pupil.

Updated Board Policies and Written Agreements

In order to generate apportionment for IS, all LEAs must have adopted and implemented board policies and written agreements that meet specific criteria (*EC* Section 51747). AB 130 added new elements to be included in board policies and written agreements.

In addition to requirements in effect prior to the enactment of AB 130, **board policies** need to be updated to also include the following:

- Satisfactory progress as an added means to evaluate continued IS participation and placement.
- Provision of standards aligned content in IS that is substantially equivalent to the quality and intellectual challenge of in-person instruction.
- For high schools, a provision for access to all courses offered by the LEA for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.
- Procedures for tiered reengagement strategies.
- A plan to provide opportunities for synchronous instruction for all grade levels, and live interaction for grades four through eight.
- A plan to transition pupils whose families wish to return to in-person instruction from IS expeditiously, and not later than five instructional days.

Written agreements must be updated to also include the following:

- The manner, time, frequency, and place for communicating with a pupil's parent or guardian regarding academic progress.
- The inclusion of confirming or providing access to all pupils to the connectivity and devices adequate for participation and completion of work in the specific resources made available to the pupil.
- The level of satisfactory educational progress that would trigger an evaluation of whether or not the pupil should be allowed to continue in IS.
- A detailed statement of academic and other supports provided to address the needs of pupils not performing at grade level, or needed support in other areas such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or 504 plan, pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
- A provision for electronic signatures if a LEA chooses to make use of electronic signatures for written agreements.

For the 2021–22 school year only, written agreements must be signed no later than 30 days after the first day of instruction. However, it is important to note that all other IS requirements must be met upon commencement of instruction. For any other school year, written agreements must be signed prior to commencement of IS.

Charter School Oversight Survey (CSOS)

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 #	CDS #
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Charter School: Location- School Address:

Charter School Email Address:

Charter School Phone / Fax:

Charter School Contact Info: :

Charter School Admin Offices Address

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 by uploaded electronic documents such as PDF files, pictures, images and/or video.

RATINGS

Yes ---- No ---- NA. (Non-Applicable)

	Yes	No	NA
1. Educational Program			
a. Targeted School Population			
Δ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attendance			
√	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
√	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Clear rationale supporting teaching methodologies for intended population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Instructional design and/or strategies are based on successful practice or research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Program is strongly aligned to school's mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Evidence exists that the School addresses the needs of all students, as described in the approved charter proposal as follows:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ A plan or strategy to support students not meeting pupil outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Programs for English Language Learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Programs for Gifted Students/ Proficient Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Programs for below grade level and other at-risk students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Programs for Special Education Students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Monitoring student groups' progress informs the implementation of the school's instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. What It Means to be an Educated Person in the 21st Century	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Evidence that the charter school is enabling pupils to become self-motivated, competent, life-long learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Δ A clear list of academic skills and qualities important for educated person is provided for each student and parent of the charter school</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
<p>Δ A clear list of non-academic skills and qualities important for educated person is provided for each student and parent of the charter school</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
<p>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</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

	Yes	No	NA
2. Measurable Student Outcomes - Exit Outcomes/Graduation Standards			
Δ. Verify that Pupil outcomes are measurable, i.e. specific assessments listed for exit outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Demonstrate that Pupil outcomes address state content/ performance standards in core areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Assure outcomes include acquisition of academic and non-academic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
√. Listing of exit outcomes, encompassing specific skills, are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Affirm that "benchmark" skills and specific classroom-level skills are being developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Demonstrate that exit outcomes align to the charter school's mission, curriculum, and assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
√. Publish school-wide student performance goals regarding expected student outcomes over time regarding attendance, dropout, and graduation rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Continuous review and updating of exit outcomes and performance goals based on real student data, including summative and formative assessments over time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. High school graduation requirements are defined and known by students and parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. If the charter school is a high school, WASC accreditation standards and requirements are being addressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA
3 The Method by Which Pupil Progress Will Be Measured			
Δ. At least one assessment method or tool listed for each of the exit outcomes is evident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Assessments include multiple, valid, and reliable measures using traditional and/or alternative t	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. It is evident all state assessments are implemented as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Utilization of an array of assessments, both formative and summative, designed to measure student progress toward meeting state performance standards and acquiring relevant skills leading to success in the 21st Century, they seek to measure are evident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Evidence of how assessments align to mission, exit outcomes and curriculum is apparent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Minimal required performance level necessary to attain each standard is evident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
√ It is apparent plans are outlined and implemented for collecting, analyzing and reporting student/school performance data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA
4. Governance Structure of School			
Δ. The key features of governing structure (usually a board of directors) are defined and include characteristics such as: <ul style="list-style-type: none"> • Size/ Composition of board • Board committees or advisory councils • Board's scope of authority/responsibility • Method for selecting initial board members • Board election/appointment 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Δ. Bylaws, policies, guidelines or similar documents are approved and adopted by the governance team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Legal agreements including but not limited to a Memorandum of Understanding, and/or operational relationship between school and granting agency exists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA
5. Qualifications to be met by Individuals to be employed by the School			
Δ Key staff positions with the school have been identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. All “core, college preparatory teachers hold appropriate credentials” (Commission on Teaching Credentialing Certificate/Permit) & all teachers are on a path to comply with AB 1505	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Qualifications (knowledge, experience, education, certification, etc.) are identified for key positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA
6. Health and Safety Procedures			
Δ Affirms that each employee will furnish the school with a "background check" criminal record summary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Provides the charter school address and description of facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ The school's facilities comply with state building codes, ADA access requirements, and maintain records documenting said compliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ The school maintains copies of facilities inspections Outlines specific health and safety practices addressing such key areas as:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Seismic safety (structural integrity and earthquake Preparedness)			
Δ Student safety procedures clearly stated			

	Yes	No	NA
Δ Natural disasters and emergencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Immunizations, health screenings administration of medications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Tolerance for using drugs and/or tobacco.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Staff training on emergency and first aid response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ References/ accompanied by more detailed set of health and safety related policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Safety and disaster plans appropriate to the site are in place and updated regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Support services such as nursing, student health screening and nutrition programs are provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Background checks and initial and ongoing tuberculosis screenings of employee candidates are conducted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA
8. Admissions Requirements			
Δ. It is evident that the school provides "mandatory assurances" regarding non- discriminatory admission procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Admissions requirements are clearly described, including preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Written admissions and enrollment process and timelines are stated clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ A statement that the charter school will admit. all pupils, as called for in Education. Code 47605 is in evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Evidence exists that the school engages in activities to provide enrollment and access by academically low achieving and economically disadvantaged students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Evidence exists that in the event the charter school is at capacity, enrollment will be determined by a random public drawing lottery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA
9. Financial Audit			
√. The school has an acceptable procedure for selecting and retaining an independent auditor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. The qualifications of independent auditor are clearly defined and utilized in the selection and retention of an independent auditor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. The process for resolving audit exceptions to the satisfaction of the granting agency is in evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA
10. Pupil Suspension and Expulsion			
Δ Evidence the school is adhering to suspension and expulsion policy as provided in its approved charter petition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ There is a written comprehensive student disciplinary policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Evidence exists that the school staff has a good understanding of relevant laws protecting constitutional rights of students, generally, and of disabled and other protected. classes of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Evidence indicates policies balance students' rights to due process with responsibility to maintain a safe learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ The school has clear policy and procedures regarding discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA
11. Staff Retirement System			
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA
12 Attendance Alternatives			
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA
13. Description of Employee Rights			
√. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA
14. Dispute Resolution Process			
Δ. Outlines a simple process for charter and granting agency to settle disputes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Process indicates whether it is binding on school or granting agency and is fair to both	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Step by step process for identifying/framing dispute points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Whether internal chapter disputes may be brought to granting agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Identifies specific parties to be involved at each step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Basic rules at each step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • Which results are binding • The timelines for dispute resolution • The means by which the costs of resolving disputes are to be shared between the district and the charter school 			

	Yes	No	NA
15. Labor Relations			
Δ. The Charter School makes clear which entity will be employer for Educational Employment Relations Act EERA purposes, the district or the charter school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ In the event that the local district is the employer, the charter's roles in the collective bargaining process is clearly defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA
16 Closure Procedures and Transfer of Records			
Δ The charter school has a clear policy and description of procedures to be used if the charter school closes which includes a final audit, disposition of assets and liabilities, and transfer of records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>FINANCIAL</p> <p>√. 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</p> <p>√ Numbers of staff is in a reasonable ratio to number of students</p> <p>√ 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</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
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	Yes	No	NA
Planning Assumptions			
Δ Facilities needs are reviewed annually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Independent Study

Independent Study Review

The purpose of independent study is to provide an alternative education program and setting for students. Independent study programs are voluntary and use alternative instructional strategies that respond to individual student needs and learning styles.

The flexibility of independent study programs makes it possible to serve a wide variety of students, enabling some students who otherwise might not graduate to stay in school. Students who enroll in independent study include students who have health problems, are parents, need to work, and are child actors or athletes. Additionally, independent study serves students who desire to accelerate or move more slowly through a course, or to make up a subject that they have missed in a traditional classroom. Independent study is available to students from kindergarten through high school, as well as to students in adult school who are taking courses to meet the requirements for a high school diploma. Independent study programs are required to follow the district-adopted curriculum, and work is governed by a written agreement signed by the student, teacher, parent, and other relevant adults.

Oversight of Independent Study:

The Lucerne Valley Unified School District oversight process for Independent Study has been designed relevant to pertinent Education Code sections.

The oversight process for Independent Study 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.

At the conclusion of the 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 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 by electronic documents such as PDF files, pictures, images and/or video.

The ratings:

Yes ---- No. ---- NA. (Non-applicable)

The ratings represent 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.

Legal Requirements Independent Study				
Topic		In Evidence		
		Yes	No	NA
Board Policy:	A school district or county office of education (or charter school) may not be eligible to receive apportionments for independent study by pupils unless it has adopted policies that include the following:			
	a) the maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b) (1)The level of satisfactory educational progress and the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study, or whether the pupil should return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(2) Satisfactory educational progress shall be determined based on all of the following indicators:			
	(A) The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Section 52060.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Independent study law was written with school districts and county offices in mind – the following definitions are used to apply the laws to charter schools: Title 5 California Code of Regulations

Section 11700.1. Additional Definitions Applicable to Charter Schools

a. "Certificated employees," in charter schools, means employees meeting the requirements of subdivision (l) of Education Code Section 47605.

b. "Classroom instruction," with reference to a charter school, means classroom instruction provided either by the charter school or by another public school that the pupil is eligible to attend.

c. "School district" or "district," for the purposes of this subchapter and of Article 5.5 (commencing with Section

51745) of Chapter 5 of Part 28 of the Education Code, means a school district or a charter school, unless the context clearly indicates otherwise. 2 51747(d)-(f) do not apply to pupils that participate in an independent study program for fewer than 15 schooldays in a school year

Legal Requirements Independent Study				
Topic		In Evidence		
		Yes	No	NA
Board Policy:	(B) The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	C) Learning required concepts, as determined by the supervising teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d) Procedures for tiered reengagement strategies for all pupils who are not generating attendance for more than three schooldays or 60 percent of the instructional days in a school week, or who are in violation of the written agreement pursuant to subdivision (g). These procedures shall include, but are not necessarily limited to, all of the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1) Verification of current contact information for each enrolled pupil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(2) Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(3) A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(4) A clear standard for requiring a pupil-parent-educator conference to review a pupil’s written agreement, and reconsider the independent study program’s impact on the pupil’s achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e) (1) For pupils in transitional kindergarten and grades 1 to 3, inclusive, a plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(2) For pupils in grades 4 to 8, inclusive, a plan to provide opportunities for both daily live interaction and at least	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal Requirements Independent Study		
Topic		In Evidence
		Yes No NA
Board Policy:	<p>weekly synchronous instruction for all pupils throughout the school year.</p> <p>(3) For pupils in grades 9 to 12, inclusive, a plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year.</p> <p>f) A plan to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days.</p> <p>g) a requirement that a current written agreement for each independent study pupil shall be maintained on file including all legal requirements (see Master Agreement below</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
Public Hearing:	<p>In setting the policy (described above), the local governing board must consider in a public hearing the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of pupils. Adopted policies shall reflect an awareness that excessive leniency in their terms can result in pupils falling so far behind their peers as to increase, rather than decrease, the risk of their dropping out of school.</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
Master Agreement	<p>A requirement that a current written agreement for each independent study pupil shall be maintained on file including, but not limited to, all of the following:</p> <p>(1) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.</p> <p>(2) The objectives and methods of study for the pupil's work, and the methods used to evaluate that work</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

Legal Requirements Independent Study				
Topic		In Evidence		
		Yes	No	NA
Board Policy:	(3) The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(4) A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(5) The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(6) A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(7) A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal Requirements Independent Study		
Topic		In Evidence
		Yes No NA
Board Policy:	<p>(8) The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
	<p>(9) (A) Each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
	<p>Before signing a written agreement pursuant to this section, and upon the request of the parent or guardian of a pupil, the local educational agency shall conduct a phone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

Legal Requirements Independent Study		
Topic		In Evidence
		Yes No NA
	Signature & Date & Curriculum Requirements for Master Agreement: Each signature required for an independent study agreement shall be dated. An agreement is not in effect until it is complete as to all terms, signed and dated.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Funds or Things of Value	A school district, county office of education or a charter school may not claim state funding for the independent study of a pupil, whether characterized as home study or otherwise, if the charter school has provided any funds or other thing of value to the pupil or his or her parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parent or guardian. Providing access to connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work, consistent with paragraph (3) of subdivision (g) of Section 51747, shall not be considered funds or other things of value.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Daily Engagement:	Attendance means the attendance of charter school pupils while engaged in educational activities required of them by their charter schools on days when school is actually taught in their charter schools.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Time Value:	School districts and charter schools and county offices of education may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certificated teacher. ³ It is the intent of the Legislature that teachers be given access to digital assignment tracking systems to reduce workload associated with evaluating and accounting for pupil work.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Legal Requirements Independent Study		
Topic		In Evidence
		Yes No NA
Enrollment Restrictions:	Independent study average daily attendance shall be claimed by school districts, county superintendents of schools, and charter schools only for pupils who are residents of the county in which the apportionment claim is reported, or who are residents of a county immediately adjacent to the county in which the apportionment claim is reported.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Supervising Teacher:	“General supervision” means the supervising teacher's (1) continuing oversight of the study design, implementation plan, allocation of resources, and evaluation of pupil or adult education student progress for any pupil's or adult education student's independent study; and (2) personal determination or personal review of the determination made by another certificated teacher of the time values for apportionment purposes of each pupil's or adult education student's work products.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Special Education:	No individual with exceptional needs, as defined in Section 56026, may participate in independent study, unless his or her individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The CDE sent around a memo in 2005 which opined that “daily engagement” attendance accounting and time value attendance accounting to apply to charter schools. In practice, this means a charter school only collects apportionment for any daily engagement of a student on work assigned by the teacher but only on days the school is in session (not holidays or weekends). Then, the credentialed supervising teacher is obligated to also judge the time value of the work product of the pupil.

Legal Requirements Independent Study				
Topic		In Evidence		
		Yes	No	NA
Pupil to Teacher Ratio:	The applicable average-daily-attendance-to-certificated-employee ratios described in subdivision (a) may, in a charter school, be calculated by using a fixed average-daily-attendance-to-certificated-employee ratio of 25 to 1, or by using a ratio of less than 25 pupils per certificated employee. A new higher or lower ratio for all other educational programs offered by a charter school may be negotiated in a collective bargaining agreement, or a memorandum of understanding indicating that an existing collective bargaining agreement contains an alternative average daily attendance ratio may be entered into by a charter school. All charter school pupils, regardless of age, shall be included in the applicable average-daily-attendance-to-certificated-employee ratio calculations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintenance of Independent Study Records:	Master Agreement: 3 years Daily Attendance Credit Register: 3 years Representative Work Samples: 3 years Regular work assignments: 3 years Student work records: 3 years Teacher records: 3 years Transcript: permanent School apportionment records: 3 years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A Class 3 - Disposable record shall not be destroyed until after the third July 1 succeeding the completion of the audit required by Education Code Section 41020 or of any other legally required audit, or after the ending date of any retention period required by any agency other than the State of California, whichever date is later. A continuing record shall not be destroyed until the fourth year after it has been classified as Class 3 - Disposable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal Requirements Independent Study		
Topic		In Evidence
		Yes No NA
Work Samples:	<p>Work Samples: Must maintain representative work samples of each pupil's work product bearing signed or initialed and dated notations by the supervising teacher indicating that he or she has personally evaluated the work or that he or she has personally reviewed the evaluations made by another certificated teacher.</p> <p>Samples of original work must be maintained that reasonably reflect the total scope of work assignments.</p> <p>(The Education Code and audit guide have removed the signature/initial/date notation on work samples. The regulation has not yet been revised to do the same.)</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
Electronic File Storage	<p>Signed written agreements, supplemental agreements, assignment records, work samples, and attendance records assessing time value of work or evidence that an instructional activity occurred may be maintained as an electronic file. • For purposes of this section, an electronic file includes a computer or electronic stored image of an original document, including, but not limited to, portable document format (PDF), JPEG, or other digital image file type, that may be sent via fax machine, email, or other electronic means. • Either an original document or an electronic file of the original document is allowable documentation for auditing purposes.</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
Equitable Provision of Resources:	<p>The independent study option is to be substantially equivalent in quality and in quantity to classroom instruction.</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

Legal Requirements Independent Study				
Topic		In Evidence		
		Yes	No	NA
Over Nineteen:	<p>To remain eligible for generating apportionment, a pupil over 19 years of age shall be continuously enrolled in public school in pursuit of a high school diploma while 19 years of age and without a break in public school enrollment since that time, is enrolled in the charter school and is making satisfactory progress toward award of a high school diploma and the pupil is not over the age of 22 years.</p> <p>(There are exceptions for certain charter schools with exclusive partnerships with federal job corps, Conservation Corps, Workforce Innovation and Opportunity Act, Youth Build programs, and juvenile court school programs.)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding Determination:	All non-classroom based charter schools must receive a funding determination from the State Board of Education in order to receive apportionment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation Requirements:	A local educational agency shall document each pupil's participation in live interaction and synchronous instruction pursuant to Section 51747 on each school day, as applicable, in whole or in part, for which independent study is provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A pupil who does not participate in independent study on a school day shall be documented as non-participatory for that school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A local educational agency shall maintain written or computer-based evidence of pupil engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Legal Requirements Independent Study	
Topic		In Evidence Yes No NA
Documentation Requirements:	<p>Maintaining records to meet audit requirements is the responsibility of the charter school. These records may be on site(s). Records shall include but not be limited to:</p> <p>(1) A copy of adopted governing board policy and procedures.</p> <p>(2) A separate listing of the pupils, by grade level, program and school, who have engaged in independent study, identifying units of the curriculum undertaken and units of the curriculum completed by each of those pupils in kindergarten and grades 1 to 8, inclusive, and identifying course credits attempted by and awarded to each of those pupils in grades 9 to 12 inclusive, as specified in their written agreements.</p> <p>(3) A file of all agreements, including representative samples of each pupil's work products bearing signed or initialed and dated notations by the supervising teacher indicating that he or she has personally evaluated the work, or that he or she has personally reviewed the evaluations made by another certificated teacher.</p> <p>(4) A daily attendance credit register, as appropriate to the program in which the pupils are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of pupil work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

	Legal Requirements Independent Study	
Topic		In Evidence Yes No NA
Documentation Requirements:	<p>Maintaining records to meet audit requirements is the responsibility of the charter school. These records may be on site(s). Records shall include but not be limited to:</p> <p>(1) A copy of adopted governing board policy and procedures.</p> <p>(2) A separate listing of the pupils, by grade level, program and school, who have engaged in independent study, identifying units of the curriculum undertaken and units of the curriculum completed by each of those pupils in kindergarten and grades 1 to 8, inclusive, and identifying course credits attempted by and awarded to each of those pupils in grades 9 to 12 inclusive, as specified in their written agreements.</p> <p>(3) A file of all agreements, including representative samples of each pupil's work products bearing signed or initialed and dated notations by the supervising teacher indicating that he or she has personally evaluated the work, or that he or she has personally reviewed the evaluations made by another certificated teacher.</p> <p>(4) A daily attendance credit register, as appropriate to the program in which the pupils are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of pupil work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

Documentation Requirements re AB 130

Documentation Requirements for Independent Study (everything in italics is new law pursuant to AB 130)			
Topic	Documentation Required	<i>New Law pursuant to AB 130</i>	In Evidence
			Yes No NA
Maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection. Education Code Section 47612.5	Attendance of Charter School Pupils While Engaged in Educational Activities Required of them by their charter schools on days when school is actually taught in their charter schools. 5 CCR 11960	<i>A written or computer-based evidence of pupil engagement that includes, but is not limited to, a grade book or summary document that for each class lists all assignments, assessments, and associated grades. Education Code Section 51747.5(d)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Time Value of Pupil Work Products as Personally Judged in Each Instance by a Certificated Teacher Education Code Section 51747.5(b)	<i>It is the intent of the Legislature that teachers be given access to digital assignment tracking systems to reduce workload associated with evaluating and accounting for pupil work. Education Code Section 51747.5(b)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		<i>A daily credit register, as appropriate to the program in which the pupils are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of pupil work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

		<i>they are two different persons. 5 CCR 11703(b)(4)</i>	
Documentation Requirements for Independent Study (everything in italics is new law pursuant to (AB 130))			
Topic	Documentation Required	<i>New Law pursuant to AB 130 (Italic)</i>	In Evidence
			Yes No NA
Synchronous Instruction and Live Interaction	<i>A local educational agency shall document each pupil's participation in live interaction and synchronous instruction on each school day, in whole or in part, for which independent study is provided. Education Code Section 51747.5(c)</i>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Nonparticipation in Independent Study	<i>A pupil who does not participate in independent study shall be documented as nonparticipatory for that school day. Education Code Section 51747.5(c)</i>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Board Policy on Independent Study	Board Policy meeting all requirements of Education Code Section 51747(a)- (g) ((a) The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Documentation Requirements for Independent Study (everything in italics is new law pursuant to AB 130)			
Topic	Documentation Required	<i>New Law pursuant to AB 130 (Italic)</i>	In Evidence
			Yes No NA

Board Policy on Independent Study		<p><i>(b) (1) The level of satisfactory educational progress and the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study, or whether the pupil should return to the regular school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.</i></p> <p><i>(2) Satisfactory educational progress shall be determined based on all of the following indicators:</i></p> <p><i>(A) The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Section 52060.</i></p> <p><i>(B) The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Board Policy on Independent Study			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Board Policy on Independent Study		(C) Learning required concepts, as determined by the supervising teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		(D) Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		c) The provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		(d) Procedures for tiered reengagement strategies for all pupils who are not generating attendance for more than three schooldays or 60 percent of the instructional days in a school week, or who are in violation of the written agreement pursuant to subdivision (g). These procedures shall include, but are not necessarily limited to, all of the following:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Board Policy on Independent Study		(1) Verification of current contact information for each enrolled pupil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		(2) Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		(3) A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		(4) A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		(e) (1) For pupils in transitional kindergarten and grades 1 to 3, inclusive, a plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		(2) For pupils in grades 4 to 8, inclusive, a plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		<p><i>school year.</i></p> <p><i>(3) For pupils in grades 9 to 12, inclusive, a plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year.</i></p> <p><i>(f) A plan to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days.</i></p> <p><i>(g) A requirement that a current written agreement for each independent study pupil shall be maintained on file</i></p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
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Documentation Requirements for Independent Study (everything in italics is new law pursuant to (AB 130))					
Topic	Documentation Required	<i>New Law pursuant to AB 130 (Italic)</i>	In Evidence		
			Yes	No	NA
Written Agreement for Each Independent Study Pupil Education Code Section 51747(g)	Written agreement containing all required content of Education Code Section 51747(g)(1)-(9)	(1) The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, <i>and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		(2) The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		(3) The specific resources, including materials and personnel, that will be made available to the pupil. <i>These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		(4) A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>(continued)</p> <p>Written Agreement for Each Independent Study Pupil Education Code Section 51747(g)</p>		<p>educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study</p> <p>(5)The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.</p> <p>(6)A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.</p> <p>(7)<i>A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or</i></p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
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<p>(continued)</p> <p>Written Agreement for Each Independent Study Pupil Education Code Section 51747(g)</p>		<p><i>experiencing homelessness, and pupils requiring mental health supports.</i></p> <p>(8)The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.</p> <p>(9) Each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
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<p>(continued)</p> <p>Written Agreement for Each Independent Study Pupil Education Code Section 51747(g)</p>		<p><i>Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the department, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.</i></p>	
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Documentation Requirements for Independent Study (everything in italics is new law pursuant to (AB 130))			
Topic	Documentation Required	<i>New Law pursuant to AB 130 (Italic)</i>	In Evidence
			Yes No NA
Proof of Residency	Average daily attendance shall be claimed by charter schools only for pupils who are residents of the county in which the apportionment claim is reported, or who are residents of a county immediately adjacent to the county in which the apportionment claim is reported. Education Code Section 51747.3	Determine whether mailing addresses or other evidence of residency changed during the time the pupils were in independent study and, if so, whether each pupil remained a resident of the same or a contiguous county within California. Audit Guide Procedure	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Listing of Pupils	A separate listing of the pupils, by grade level, program and school, who have engaged in independent study, identifying units of the curriculum undertaken and units of the curriculum completed by each of those pupils in kindergarten and grades 1 to 8, inclusive, and identifying course credits attempted by and awarded to each of those pupils in grades 9 to, as specified in their written agreements. 5 CCR 11703(b)(2)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Work Samples	representative samples of each pupil's or adult education student's work products bearing signed or initialed and dated notations by the supervising teacher indicating that he or she has personally evaluated the work, or that he or she has personally reviewed the evaluations made by another certificated teacher1 5 CCR 11703(b)(3)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Yes	No	NA
REQUIRED SUPPLEMENTAL INFORMATION (Education Code 47605 (g))			
Part 1: Special Education / SELPA			
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
√. The charter school is an LEA within SELPA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
√. Confers on a regular basis with the SELPA regarding the special education responsibilities of charter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Consistently complies with SELPA requirements and policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. The charter school has adopted written policies and procedures which describe how special education services are provided consistent with the SELPA's plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. The charter school has adopted policies regarding its Special Education fiscal allocation plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA
Δ The charter school provides notification to SELPA Director of intent prior February 1st of preceding school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Provides notification that charter school is located within SELPA geographical boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Provides current operating budget in accordance with Ed Code 42130 and 42131	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Provides assurances that all will be instructed in safe environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Provides copy of original charter petition and any amendments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ Is responsible for legal fees relating to application and assurances process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Meets terms of the "Agreement Regarding the Organization, implementation administration, and Operation of the SELPA"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Provides assurances that it meets the terms of chartering agency and SELPA policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Provides assurances it is fiscally responsible for its fair share of any encroachment to the chartering agencies' general funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	NA
<p>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?</p> <p>Δ Referral</p> <p>Δ. Assessment</p> <p>Δ. Instruction</p> <p>Δ. Due Process</p> <p>Δ. Agreements describing allocation of actual and excess costs</p> <p>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.</p>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>

	Yes	No	NA
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school has a board approved EL Master Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school meets all ELPAC testing deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The charter school meets the parameters for the ELAC Requirement – If yes, more forward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Assisting in the development of the schoolwide need assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Creating ways to make parents aware of the importance of regular school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Δ. Districts with 31 or more ELACs may use a system of proportional or regional representation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Composition Requirements			
The charter school ensures the ELAC meets the Composition Requirements			
Δ. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elections:			

<p>The charter school ensures the elections meet the following requirement.</p> <p>Δ 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.</p> <p>Training:</p> <p>The charter school ensures the required training is provided.</p> <p>Δ ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities.</p> <p>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.</p> <p>Legal References</p> <ul style="list-style-type: none"> California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a) 	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
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	Yes	No	NA
<p>Training:</p> <p>The charter school ensures required training is provided.</p> <p>Δ. 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.</p> <p>Legal References</p> <ul style="list-style-type: none"> California Education Code, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>