

TABLE OF CONTENTS

Tab 1. Introduction	2
Tab 2. Oversight Process, Legend – Ratings	7
Tab 3. AB 1505, AB 1507, AB 98	14
Tab 4. Survey, Required 16 Elements	17
Tab 5. Survey, Financial	48
Tab 6. Survey, Independent Study	56
Tab 7. Survey, Special Education	71
Tab 8. Supplemental Information ELAC – DELAC	75

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 based restrictions, LVUSD Charter School Oversight Team conducts at least one virtual visit annually, (if not able to make an on-site visit due to COVID imposed guidelines) to all LVUSD approved charter schools.

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

LUVSD 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 onsite audits for approved charter schools in compliance with this requirement. A comprehensive checklist, Charter School Oversight Support Checklist "CSOSC" 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 October 31.

- (4) On or before March 15, a second interim financial report. This report shall reflect changes through January 31.

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

(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.

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

The ratings:

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

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

The 15 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 method by 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 furnish 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

Addendum

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

Charter School Information

Charter School: Name:

Charter School: Location- School Address:

Charter School Email Address:

Charter School Phone / Fax:

Charter School Contact Name:

Charter School Contact Phone / email:

Charter School Oversight Support Checklist

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

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

		Strong/yes	Sufficient	Insufficient/No	N/A
1. Educational Program					
a. Targeted School Population					
△	The student population is reflective of the student population to be served as outlined in board approved charter petition	o	o	o	o
△	Age, grade levels and number of students	o	o	o	o
	Type of desired student populations	o	o	o.	o
b. Attendance					
√	The school is using an approved student attendance accounting system	o	o	o	o
√	School year and school day are published and approved by the charter school board	o	o	o	o
△	Attendance requirements are published and approved by the charter school board	o	o	o	o

How learning best occurs as described in approved charter petition, is in evidence at the charter school for the following?	Strong/yes	Sufficient	Insufficient/No	N/A
Δ Subject areas scope and sequence is aligned with skills to be taught	0	0	0	0
Δ Clear rationale supporting teaching methodologies for intended population	0	0	0	0
Δ Instructional design and/or strategies are based on successful practice or research	0	0	0	0
Δ Program is strongly aligned to school's mission	0	0	0	0
Δ. Evidence exists that the School addresses the needs of all students, as described in the approved charter proposal as follows:	0	0	0	0
Δ A plan or strategy to support students not meeting pupil outcomes	0	0	0	0
Δ Programs for English Language Learner	0	0	0	0

	Strong/yes	Sufficient	Insufficient/No	N/A
Δ Programs for Gifted Students/Proficient Students	o	o	o	o
Δ Programs for below grade level and other at-risk students	o	o	o	o
Δ Programs for Special Education Students.	o	o	o	o
Δ Monitoring student groups' progress informs the implementation of the school's instructional program	o	o	o	o
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	o	o	o	o
d. What It Means to be an Educated Person in the 21st Century				
Δ Evidence that the charter school is enabling pupils to become self-motivated, competent, life-long learners	o	o	o	o
Δ A clear list of academic skills and qualities important for an educated person is provided for each student and parent of the charter school	o	o	o	o

	Strong/yes	Sufficient	Insufficient/No	N/A
<p>Δ A Clear list of non-academic skills and qualities important for</p> <p>an educated person is provided for each student and parent of</p> <p>the charter school</p>	o	o	o	o
<p>Δ The charter school provides assurance that, to the extent</p> <p>Independent Study is provided, the school will comply with state laws</p> <p>relating to independent study as set forth in Education Code 47612.5</p>	o	o	o	o

Comments:

	Strong/yes	Sufficient	Insufficient/No	N/A
2. Measurable Student Outcomes - Exit Outcomes/Graduation Standards				
Δ Verify that Pupil outcomes are measurable, i.e. specific assessments listed for exit outcomes	o	o	o	o
Δ Demonstrate that Pupil outcomes address state content/ performance standards in core areas	o	o	o	o
Δ Assure outcomes include acquisition of academic and non-academic skills	o	o	o	o
✓ Listing of exit outcomes, encompassing specific skills, are available	o	o	o	o
Δ Affirm that "benchmark" skills and specific classroom-level skills are being developed	o	o	o	o
Δ Demonstrate that exit outcomes align to the charter school's mission, curriculum, and assessments.	o	o	o	o

		Strong/yes	Sufficient	Insufficient/No	N/A
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	o	o	o	o
✓	Publish school-wide student performance goals regarding expected student outcomes over time regarding attendance, dropout, and graduation rates	o	o	o	o
Δ	Continuous review and updating of exit outcomes and performance goals based on real student data, including summative and formative assessments over time	o	o	o	o
Δ	High school graduation requirements are defined and known by students and parents	o	o	o	o
Δ	If the charter school is a high school, WASC accreditation standards and requirements are being addressed	o	o	o	o

Comments:

	Strong/yes	Sufficient	Insufficient/No	N/A
3. The Method by Which Pupil Progress Will Be Measured	o	o	o	o
Δ At least one assessment method or tool listed for each of the exit outcomes is evident	o	o	o	o
Δ Assessments include multiple, valid, and reliable measures using traditional and/or alternative t	o	o	o	o
Δ It is evident all state assessments are implemented as required	O	O	O	O

	Strong/yes	Sufficient	Insufficient/No	N/A
Δ. Utilization of an array of assessments, both formative and summative, designed to measure student progress towards meeting state performance standards and acquiring relevant skills leading to success in the 21st Century, they seek to measure are evident	o	o	o	o
Δ. Evidence of how assessments align to mission, exit outcomes and curriculum is apparent	o	o	o	o
Δ. Minimal required performance level necessary to attain each standard is evident	o	o	o	o
√ It is apparent plans are outlined and implemented for collecting, analyzing and reporting student/school performance data	o	o	o	o

Comments:

	Strong/yes	Sufficient	Insufficient/No	N/A
4. Governance Structure of School				
Δ The key features of governing structure (usually a board of directors) are defined and include characteristics such as:				
• Size/ Composition of board	o	o	o	o
• Board committees or advisory councils	o	o	o	o
• Board's scope of authority/responsibility	o	o	o	o
• Method for selecting initial board members	o	o	o	o
• Board election/appointment	o	o	o	o

		Strong/yes	Sufficient	Insufficient/No	N/A
Δ	Bylaws, policies, guidelines or similar documents are approved and adopted by the governance team.	o	o	o	o
Δ	Legal agreements including but not limited to a Memorandum of Understanding, or operational relationship between school and granting agency. Exists	o	o	o	o
	Comments :				

	Strong/yes	Sufficient	Insufficient/No	N/A
5. Qualifications to be met by Individuals to be employed by the School	o	o	o	o
Δ Key staff positions with the school have been identified	o	o	o	o
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	o	o	o	o
Δ Qualifications (knowledge, experience, education, certification, etc.) are identified for key positions	o	o	o	o

Comments:

6. Health and Safety Procedures	Strong/yes	Sufficient	Insufficient/No	N/A
Δ Affirms that each employee will furnish the school with a "background check" criminal record summary	o	o	o	o
Δ Provides the charter school address and description of facilities	o	o	o	o
Δ The school's facilities comply with state building codes, ADA access requirements, and maintain records documenting said compliance	o	o	o	o
Δ The school maintains copies of facilities inspections Outlines specific health and safety practices addressing such key areas as:	o	o	o	o

	Strong/yes	Sufficient	Insufficient/No	N/A
Δ Seismic safety (structural integrity and earthquake preparedness.	0	0	0	0
Δ Student safety procedures clearly stated	0	0	0	0
Δ Natural disasters and emergencies	0	0	0	0
Δ Immunizations, health screenings administration of medications	0	0	0	0
Δ. Tolerance for using drugs and/or tobacco.	0	0	0	0
Δ. Staff training on emergency and first aid response	0	0	0	0
Δ References/ accompanied by more detailed set of health and safety related policies and procedures	0	0	0	0
Δ Safety and disaster plans appropriate to the site are in place and updated regularly	0	0	0	0
Δ. Support services such as nursing, student health screening and nutrition programs are provided	0	0	0	0
Δ Background checks and initial and ongoing tuberculosis screenings of employee candidates are conducted	0	0	0	0

Strong/yes	Sufficient	Insufficient/No	N/A
------------	------------	-----------------	-----

7. Means to Achieve a Reflective Racial and Ethnic Balance

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

o	o	o	o
---	---	---	---

Δ. Copies of informational materials created by the school in languages other than English are available for review

o	o	o	o
---	---	---	---

Δ. The school maintains an accurate accounting of the ethnic and racial balance of students enroll in the school

o	o	o	o
---	---	---	---

Δ. The school has ongoing recruitment efforts and outreach programs to encourage applications from potential student reflecting efforts to achieve a racial and ethnic balance

o	o	o	o
---	---	---	---

Comments:

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

Comment:

9. Financial Audit		Strong/yes	Sufficient	Insufficient/No	N/A
√	The school has an acceptable procedure for selecting and retaining an independent auditor	o	o	o	o
Δ	The qualifications of independent auditor are clearly defined and utilized in the selection and retention of an independent auditor	o	o	o	o
√	The mandatory annual audit employs generally accepted accounting procedures	o	o	o	o
Δ	The specific scope of audit is well defined	o	o	o	o
Δ	The timing of audit and whom it will be sent to is clearly defined	o	o	o	o
Δ	The process for resolving audit exceptions to the satisfaction of the granting agency is in evidence	o	o	o	o

Comments:

	Strong/yes	Sufficient	Insufficient/No	N/A
10. Pupil Suspension and Expulsion				
<p>Δ Evidence the school is adhering to suspension and expulsion policy as provided in its approved charter petition</p>	o	o	o	o
<p>Δ There is a written comprehensive student disciplinary policy</p>	o	o	o	o
<p>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</p>	o	o	o	o
<p>Δ Evidence indicates policies balance students' rights to due process with responsibility to maintain a safe learning environment</p>	o	o	o	o
<p>Δ The school has clear policy and procedures regarding discipline</p>	o	o	o	o

Comments:

11. Staff Retirement System

Strong/yes

Sufficient

Insufficient/No

N/A

- 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)

o

o

o

o

Comments:

12. Attendance Alternatives

Strong/yes

Sufficient

Insufficient/No

N/A

- 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

o

o

o

o

Comments:

Strong/yes Sufficient Insufficient/No N/A

13. Description of Employee Rights

v.	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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
----	---	-----------------------	-----------------------	-----------------------	-----------------------

Comments:

		Strong/yes	Sufficient	Insufficient/No	N/A
14.	Dispute Resolution Process				
Δ	Outlines a simple process for charter and granting agency to settle disputes	o	o	o	o
Δ	Process indicates whether it is binding on school or granting agency and is fair to both	o	o	o	o
Δ	Step by step process for identifying/framing dispute points	o	o	o	o
Δ	Whether internal chapter disputes may be brought to granting agency	o	o	o	o
Δ	Identifies specific parties to be involved at each step	o	o	o	o

	Strong/yes	Sufficient	Insufficient/No	N/A
Δ Basic rules at each step	o	o	o	o
• Which results are binding	o	o	o	o
• The timelines for dispute resolution	o	o	o	o
• The means by which the costs of resolving disputes are	o	o	o	o
• to be shared between the district and the charter school	o	o	o	o

Comments:

		Strong/yes	Sufficient	Insufficient/No	N/A
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	o	o	o	o
Δ	In the event that the local district is the employer, the charter's roles in the collective bargaining process is clearly defined	o	o	o	o

Comments

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

Strong/yes Sufficient Insufficient/No N/A

o o o o

Comments:

FINANCIAL PLAN

	Strong/yes	Sufficient	Insufficient/No	N/A
✓ Number of students, enrollment projections are reasonable and based on actual enrolled students and students on waiting list	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
✓ Numbers of staff is in a reasonable ratio to number of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
✓ There is a process to review and revise the budget for changes in student enrollment and operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Planning Assumptions		Strong/yes	Sufficient	Insufficient/No	N/A
Δ	Facilities needs are reviewed annually	o	o	o	o
Δ	Costs of all major items are identified and within reasonable market ranges	o	o	o	o
Comments:					

		Strong/yes	Sufficient	Insufficient/No	N/A
Δ	Revenue assumptions are in line with state and federal funding guidelines	o	o	o	o
Δ	Revenue from "soft" sources less than 10% of on-going operational costs	o	o	o	o
Δ	Timeline allows window for grant applications to be submitted and funded	o	o	o	o
	Comments:				

Annual Operating Budget		Strong/yes	Sufficient	Insufficient/No	N/A
✓	The budget has been approved by the governing board and includes sufficient expenditures to implement the LCAP	o	o	o	o
✓	There is a process to review and revise the budget for changes in student enrollment and operations	o	o	o	o
Δ	Annual revenues and expenditures clearly identified by Source	o	o	o	o
Δ	Revenue assumptions closely related to applicable state and federal funding formula	o	o	o	o
Δ	Expenditure assumptions reflect school design plan	o	o	o	o
Δ	Expenditure assumptions reflect market costs	o	o	o	o

		Strong/yes	Sufficient	Insufficient/No	N/A
Δ	"Soft" revenues not critical to solvency	o	o	o	o
Δ	Strong reserve or projected ending balance (the largest of 2-3% of expenditure or \$25,000)	o	o	o	o
Δ	Capital is sufficient to cover deficits and multi-year budget is projected to balance	o	o	o	o
Δ	Expenditure for insurance are budgeted and sufficient, hold harmless agreements are in place	o	o	o	o
Δ	Expenditure are budgeted and are sufficient for reasonably expected legal services	o	o	o	o
Δ	Expenditure for special education excess costs are consistent with current experience in county	o	o	o	o

Comments:

	Strong/yes	Sufficient	Insufficient/No	N/A
Cash Flow Analysis				
✓ Cash flow projections are prepared and updated regularly to ensure that sufficient funds are available to meet the charter school's financial obligations. These projections correlate to financial reports	o	o	o	o
Δ Monthly revenue projection receipts are in line with state/federal funding disbursements	o	o	o	o
Δ Expenditures projected by month and correspond with typical/reasonable schedules	o	o	o	o
Δ Cash flow reflects positive fund balance each month and/or identify sources of working capital	o	o	o	o
Comments:				

Multi-Year Plan	Strong/yes	Sufficient	Insufficient/No	N/A
✓ Revenues and expenditures are projected for at least two additional years	o	o	o	o
✓ Revenue assumptions are reasonable based on most current data from county-state based federal revenues	o	o	o	o
Δ Revenue assumptions based on reasonable student growth projections	o	o	o	o
Δ Reasonable cost-of-living and inflation assumptions are included in the budget	o	o	o	o
✓ Annual fund balances are positive or likely sources of working capital are identified	o	o	o	o

Comments:

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:

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

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

<u>REQUIREMENTS OF BOARD POLICY ADOPTION</u>		Strong/yes	Sufficient	Insufficient/No	N/A
Δ	There is an adopted Board Policy in place prior to offering independent study.	o	o	o	o
Δ	The Board Policy to offer independent study is in place, implemented, available for review, and updated on a regular basis.	o	o	o	o
Δ	There was a public hearing for the adoption of Board Policy on independent study.	o	o	o	o
Δ	The charter school utilizing nonclassroom- based instruction received a "determination for funding", made pursuant to Section 47634.2 by the State Board of Education.	o	o	o	o
<u>REQUIRED CONTENTS OF BOARD POLICY TO OFFER INDEPENDNT STUDY</u>					
Δ	Board policy states 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 which the pupil must complete the assigned work.	o	o	o	o

	Strong/yes	Sufficient	Insufficient/No	N/A
<p>Δ Board policy states the number of missed assignments that will be allowed. before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study.</p> <p>(A written record of the findings of any evaluation made pursuant to this subdivision are treated as a mandatory interim pupil record. The record is maintained for 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.</p>	o	o	o	o
<p>Δ Board policy states the duration of the independent study agreement including the beginning and ending dates for the pupil's participation in independent study. (No independent study agreement shall be valid for any period longer than one school year.)</p>	o	o	o	o

OTHER LEGAL REQUIREMENTS FOR INDEPENDENT STUDY	Strong/yes	Sufficient	Insufficient/No	N/A
<p>Δ The Independent Study option is equivalent in quality and quantity to the regular course of study. The curriculum meets State Content Standards</p>	o	o	o	o
<p>Δ The independent study option uses Board approved curriculum and is consistent with district or county office of education policies for curriculum and instruction.</p>	o	o	o	o
<p>Δ Public funds are used for authorized nonsectarian purpose only and not appropriated for the support of any sectarian or denominational school, or any school not under the exclusive control or the officers of the public schools, nor is any sectarian or denominational doctrine taught or approved for instruction or purchase with public funds</p>	o	o	o	o
<p>Δ The applicable average-daily-attendance-to- certificated-employee ratios are calculated using a fixed average-daily-attendance-to-certificated- employee ratio. of 25 to 1 or less. (Any teacher not an employee of the Charter School is not included in the teacher-to-ADA ratio.)</p>	o	o	o	o
<p>Δ To the extent that things of value are provided, they are provided to all students and/or his/her parent or guardian equally. Items of value are tracked for return when student exits program or school, with no gifting of public funds.</p>	o	o	o	o
<p>Δ Enrolled students are not required to pay any fee, deposit, or other charge not specifically authorized by law.</p>	o	o	o	o

	Strong/yes	Sufficient	Insufficient/No	N/A
Δ Adult students have been continuously enrolled in grades 1-12 since their 18th birthday	o	o	o	o
Δ ADA is taken based on a minimum day of 240 minutes	o	o	o	o
√ A minimum day for apportionment purposes is based on the teacher's determination of time value of the student's work	o	o	o	o
Δ For each fiscal year the charter school offers, at a minimum, the following number of minutes of instruction:				
(A) To pupils in kindergarten, 36,000 minutes.	o	o	o	o
(B) To pupils in grades 1 to 3, inclusive, 50,400 minutes	o	o	o	o
(C) To pupils in grades 4 to 8, inclusive, 54,000 minutes	o	o	o	o
(D) To pupils in grades 9 to 12, inclusive, 64,800 minutes	o	o	o	o

	Strong/yes	Sufficient	Insufficient/No	N/A
<u>REQUIRED CONTENTS OF INDEPENDENT STUDY WRITTEN AGREEMENT</u>				
A current written agreement shall be maintained for each I.S. pupil. The agreement must include, but is not limited to, all of the elements outlined in EC Section 51747 (c) (1-8)	o	o	o	o
Δ Voluntary Statement: The statement "Independent study is an optional educational alternative in which no pupil may be required to participate" is included on the I.S. agreement	o	o	o	o
Δ Student Data: I.S. students are identified in the written records of the LEA: Name, Grade level, Program placement, School of enrollment, Address, Birth date, Contact Information, and District of Residence.	o	o	o	o
Δ Legally required elements not found in the agreement are referenced as to where the legally required elements can be found. (Some examples could include: assignment sheets, syllabus, pacing guides, etc. If used, they must be referenced in the I.S. Agreement and are a legally required part of the audit trail)	o	o	o	o
Δ Duration of Agreement: The duration of the I.S. agreement, including beginning and ending dates, is included on each pupil's I.S. agreement	o	o	o	o

	Strong/yes	Sufficient	Insufficient/No	N/A
Δ No I.S. agreement duration is longer than one school year.	0	0	0	0
Δ The duration of the I.S. agreement is congruent with the District's board approved calendar	0	0	0	0
Δ The I.S agreement includes the class/course name, course category, and the number of credits to be earned by successfully completing the class/course, and the objective in completing the assigned classes/courses	0	0	0	0
Δ Methods of Evaluation: The I.S. agreement designates objectives and specific methods of assessment, evaluation, study strategies-methods, and/or where they can be found	0	0	0	0
Δ Reporting to Supervising Teacher: The I.S. agreement states the manner, frequency, and business hours for required meetings with the Supervising Teacher.	0	0	0	0
Δ Resources: Resources available to all I.S. pupils include those necessary to achieve the objectives.	0	0	0	0
Δ The I.S agreement indicates the personnel, services and instructional materials that will be provided to student to meet the subject/course objectives.	0	0	0	0
Δ The I.S. agreement referenced in writing, designates the location of course/subject objectives, subsidiary and/or supplemental agreements, course outline, curriculum guide, assignment of work record, etc.	0	0	0	0

	Strong/yes	Sufficient	Insufficient/No	N/A
<p>Δ All I.S. agreements are signed prior to commencement of independent study by: pupil, pupil's parent, legal guardian, and/or caregiver (if less than 18), certificated employee - designated as responsible for general supervision of I.S. , and all persons who have direct responsibility for providing assistance to the pupil.</p>	o	o	o	o
<p>Δ The statement(s) on the I.S. agreement matches the amount of time and number of missed assignments as stated in adopted Board Policy. (Board Policy has been adopted which clarifies the maximum length of time allowed between the assignment and the completion of pupil's assigned work and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.)</p>	o	o	o	o
<p>Δ There is a process in place, including documentation requirements inclusive of updating the I.S. agreement, for students adding and/or dropping a class.</p>	o	o	o	o
<p>Δ When adding a new class taught by a teacher who has not signed the I.S. agreement, there is a process to add the new teacher and secure his or her signature to the I.S. agreement.</p>	o	o	o	o
<p>Δ The time value of the work product assigned and evaluated by the Supervising Teacher and generated by I.S. students, not seat time, is used to translate into/count as attendance.</p>	o	o	o	o
<p>Δ The LEA provides all I.S. students equal access to qualified teachers who are content experts and capable of supporting student learning throughout the course(s).</p>	o	o	o	o

	Strong/yes	Sufficient	Insufficient/No	N/A
Δ Teachers are assigned a number of students that allows for the interaction with students necessary to achieve positive learning outcomes.	o	o	o	o
Δ Teachers are provided adequate professional development to effectively support students in their learning.	o	o	o	o
Δ When an evaluation of a student's continued enrollment in I.S. is conducted due to missing assignments, a copy of the evaluation is kept for audit purposes. (It is suggested that persons involved in the evaluation process, outcome, and date of the evaluation be included in the evaluation report).	o	o	o	o
REQUIREMENTS OF I.S. ATTENDANCE				
Δ Only whole days of attendance are earned (if a student earns 14.7 days of attendance, round down to 14 days of attendance).	o	o	o	o
Δ Continuation School apportionment is recorded in hours (no more than 15 hours per week).	o	o	o	o
Δ Contemporaneous Daily Engagement Records clearly identify that the students were engaged in educational activities on actual school days as set by the board approved calendar	o	o	o	o

	Strong/yes	Sufficient	Insufficient/No	N/A
REQUIREMENTS OF WORK SAMPLES/RECORDS – (Work product, means that which results from a pupil's effort and actions to complete or perform the assignment given and which is subsequently evaluated by a certificated teacher for meeting the required time value and assigned standards.)	o	o	o	o
Δ A file of all agreements are maintained, including representative pupil's or adult education student's work product evaluated 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.	o	o	o	o
Δ Representative samples of student work are on file for each student and include: Student's full name, Assigned Subject, Academic evaluation (e.g. percentage, check mark, grade, etc.), Date assignment completed to ensure work is completed on a school day. Work is connected to the assigned work for the course.	o	o	o	o

	Strong/yes	Sufficient	Insufficient/No	N/A
<u>REQUIREMENTS OF A SUPERVISING TEACHER</u>				
The certificated teacher employed by the LEA and assigned in the written I.S agreement is responsible for coordinating, evaluating, and providing supervision of student's Independent Study. The Independent Study by each student shall be under the general supervision of an employee of the LEA who possesses a valid certification.	0	0	0	0
Δ Supervising teacher provides general supervision and continual oversight, design, implementation of the plan, allocation of resources, and ongoing evaluation, of the student's independent study plan and progress.	0	0	0	0
Δ Supervising teacher provides general supervision, including a professional determination or personal review of the determination made by another certificated teacher, of the time value, for apportionment purposes, of each student's work product.	0	0	0	0
Δ Each written agreement is signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student 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 student.	0	0	0	0
Δ All I.S. teachers hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's assignment in the charter school, or will have obtained the required certificate, permit, or other document by July 1, 2025.	0	0	0	0

	Strong/yes	Sufficient	Insufficient/No	N/A
<u>REQUIRED RECORDS IN PREPARATION FOR AN AUDIT</u>				
Δ Board Policy & Administrative Regulations/Rules, if they exist.	0	0	0	0
Δ List of I.S pupils by grade level by school.	0	0	0	0
Δ Independent Study Agreement (Master Agreement)	0	0	0	0
Δ Student Work Samples.	0	0	0	0
Δ Attendance and contemporaneous records. (may be stored electronically)	0	0	0	0
Δ The following materials are kept for three years, not including the current year: All written I.S agreements ,Regular work assignments, Student work records, Teacher records, School apportionment records, Records of findings of an evaluation of suitability of I.S.	0	0	0	0
Δ A permanent record or student transcript is kept in perpetuity.	0	0	0	0
Δ A list of I.S. teachers that indicates their teaching assignments is kept and used to calculate I.S. teacher to ADA ratios.	0	0	0	0
INDEPENDENT STUDY LEGAL COMPLIANCE REVIEW ITEMS				
Δ I.S. Board Policy adopted by the Governing Board	0	0	0	0
Δ Minutes from the public hearing which took place for the adoption of Board Policy.	0	0	0	0
Δ Administrative Rules & Regulations are in place, unless all required elements are included	0	0	0	0

	Strong/yes	Sufficient	Insufficient/No	N/A
Δ Board Policy sets the maximum length of time, by grade level and type of program, which may elapse between the time an I.S. assignment is made by a certificated teacher and the date by which the student must complete the assigned work.	o	o	o	o
Δ Board Policy sets the number of missed assignments that will call for an evaluation to determine whether it is in the best interests of the student to remain in I.S.	o	o	o	o
Δ Board Policy requires that a current written I.S. Agreement with all required elements and components is on file for each I.S. student	o	o	o	o
Δ General student data including the name, address, grade level, school of enrollment, program placement, district of residence and birth date of student	o	o	o	o
Δ The manner for submitting assignments to the teacher and reporting the student's progress	o	o	o	o
Δ The time for submitting assignments to the teacher and reporting student's progress	o	o	o	o
Δ The frequency for submitting assignments to the teacher and reporting the student's progress	o	o	o	o
Δ The place for submitting assignments to the teacher and reporting the student's progress	o	o	o	o

	Strong/yes	Sufficient	Insufficient/No	N/A
Δ The objectives for the course(s) and assignments	o	o	o	o
Δ The methods of study (i.e. the student activities selected by the supervising teacher that the student will complete in order to meet the educational objectives)	o	o	o	o
Δ The methods used to evaluate student work toward the objectives of the assignment	o	o	o	o
Δ The specific resources, including instructional materials and personnel, which will be made available to the student	o	o	o	o
Δ A statement of the maximum length of time allowed between the assignment and the completion of the student's assigned work	o	o	o	o
Δ The number of missed assignments that will require an evaluation of whether I.S. is an appropriate strategy for the student.	o	o	o	o
Δ Duration of Agreement, including the beginning and ending dates for pupil's participation in I.S. under the agreement. No IS agreement is valid for a period longer than one school year.	o	o	o	o
Δ The beginning and end dates of the Agreement	o	o	o	o

	Strong/yes	Sufficient	Insufficient/No	N/A
Δ A statement of the number of course credits, or for elementary grades, other measures of academic accomplishment appropriate to the I.S. Written Agreement, to be earned by the student upon completion.	o	o	o	o
Δ The inclusion of a statement that I.S. is an optional educational alternative in which no student is required to participate.	o	o	o	o
Δ The Agreement is signed and dated prior to commencement of I.S. by: Student *Parent, legal guardian, or caregiver Certificated supervising teacher Other assisting person(s) directly responsible for providing assistance to the student	o	o	o	o
Δ Written agreements are maintained on file electronically or on hard copy.	o	o	o	o
Δ The LEA only claims ADA for a student when the time value of the student's work product for each assignment has been personally judged by a certificated teacher as meeting the assigned time value.	o	o	o	o
Δ The LEA does not allow Special Needs/Special Ed students as defined in EC 56026 to be in I.S. without an IEP that specifically provides for I.S.	o	o	o	o
Δ The LEA claims K-12 ADA for I.S. student 19 or 20 years old only if the student has been continuously enrolled since his/her eighteenth birthday.	o	o	o	o

REQUIRED SUPPLEMENTAL INFORMATION
(Education Code 47605 (g))

Part 1: Special Education / SELPA		Strong/yes	Sufficient	Insufficient/No	N/A
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	0	0	0	0
√	The charter school is an LEA within SELPA.	0	0	0	0
√	Confers on a regular basis with the SELPA regarding the special education responsibilities of charter	0	0	0	0
Δ	Consistently complies with SELPA requirements and policies	0	0	0	0
Δ	The charter school has adopted written policies and procedures which describe how special education services are provided consistent with the SELPA's plans	0	0	0	0
Δ	The charter school has adopted policies regarding its Special Education fiscal allocation plan	0	0	0	0

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?

	Strong/yes	Sufficient	Insufficient/No	N/A
Δ Referral	o	o	o	o
Δ Assessment	o	o	o	o
Δ Instruction	o	o	o	o
Δ Due Process	o	o	o	o
Δ Agreements describing allocation of actual and excess costs	o	o	o	o
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.	o	o	o	o

Comments:

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

Comments:

REQUIRED SUPPLEMENTAL INFORMATION

Part 2: English Learners

General

The charter school ensures that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.

The charter school ensures that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

The charter school has a board approved EL Master Plan

The charter school meets all ELPAC testing deadlines

ELAC

The charter school meets the parameters for the ELAC Requirement – If yes, more forward.

Each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

The charter school collects evidence the ELAC is meeting its responsibilities through the following tasks:

	Strong/yes	Sufficient	Insufficient/No	N/A
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.	o	o	o	o
Δ Assisting in the development of the schoolwide needs assessment.	o	o	o	o
Δ Creating ways to make parents aware of the importance of regular school attendance.	o	o	o	o
Δ Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).	o	o	o	o
Δ Districts with 31 or more ELACs may use a system of proportional or regional representation.	o	o	o	o

Composition Requirements

The charter school ensures the ELAC meets the Composition Requirements	Strong/yes	Sufficient	Insufficient/No	N/A
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.	o	o	o	o

Elections:

The charter school ensures the elections meet the following requirement.

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.	o	o	o	o
---	----------	----------	----------	----------

Training:

The charter school ensures the required training is provided.

Δ ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities.	o	o	o	o
Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions.				

Legal References

- California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)

DELAC

The charter school meets the parameters for DELAC requirement – if yes, move forward

Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.

The charter school collects evidence the DELAC is meeting its responsibilities through the following tasks: The DELAC shall advise the school district governing board on at least the following tasks:

	Strong/yes	Sufficient	Insufficient/No	N/A
Δ Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.	o	o	o	o
Δ Conducting of a district wide needs assessment on a school-by-school basis.	o	o	o	o
Δ Establishment of district program, goals, and objectives for programs and services for English learners.	o	o	o	o
Δ Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.	o	o	o	o
Δ Review and comment on the school district reclassification procedures.	o	o	o	o
Δ Review and comment on the written notifications required to be sent to parents and guardians.	o	o	o	o

If the DELAC acts as the English learner parent advisory committee under California Education Code Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).*

* *Under the LCFF, districts with at least 50 English learners and whose total enrollment includes at least 15% English learners must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.

Composition Requirements	Strong/yes	Sufficient	Insufficient/No	N/A
Δ The charter school ensures the ELAC meets the Composition Requirement	o	o	o	o
Δ Parents or guardians of English learners shall constitute the majority membership (51 percent or more) of the committee.	o	o	o	o
Elections:				
The charter school ensures the elections meet the following requirements.				
Δ Each school's English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one of its members to be a site representative DELAC member. If the district has 31 or more ELACs, it may use a system of proportional or regional representation.	o	o	o	o
Training:				
The charter school ensures required training is provided.				
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.	o	o	o	o

Legal References

- California Education Code, sections 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)

