



YPI CHARTER SCHOOLS

April 24, 2023

TO: YPI Charter Schools
Board of Directors

FROM: Yvette King-Berg
Executive Director

SUBJECT: Recommendation to approve Combining the SAC and ELAC for the Terms of 2022-23 through 24-25 for YPI Charter Schools Table

BACKGROUND/ ANALYSIS

Upon conferring with the CDE in order to ensure that we are publicly acknowledging the body composition of SAC and ELAC are represented based on the small schools' model stated on the CDE Website, the Board can direct the schools to ensure that the SAC and ELAC are truly represented as outlined for program monitoring. YPICS serves a high level of ELs on all three campuses. Most instructional actions and supports are based on this subgroup and 99% of each of our campuses is Hispanic.

ELAC Requirements

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

Responsibilities

The ELAC shall be responsible for the following tasks:

- 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.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.



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.

Elections

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.

Training

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

SSC (SAC YPICS) Requirements

The SSC (YPICS SAC) in a secondary school shall be composed of the following two groups (*EC* Section 65000[c][2]):

School Group Members (Secondary Schools):

- The principal of the school or their designee;
- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers; and
- Classroom teachers employed at the school, selected by classroom teachers employed at the school. The classroom teachers selected must make up a majority of the school members selected (*EC* Section 65000[c][2][A]); and

Parent and/or Community and Pupil Group Members (Secondary Schools):

- Parents of students attending the school, or other members of the school community, selected by parents of students attending the school; and students attending the school, selected by students who are attending the school. The number of parent and/or community members and student members selected shall equal the number of school members selected (*EC* Section 65000[c][2][B]).

In other words, the minimum number of SSC members at a secondary school is a total of 10 (e.g. one principal or his or her designee, one other school personnel, three classroom teachers, and five parent/community and student members).



The purpose of the SSC is to conduct a comprehensive needs assessment, including an analysis of verifiable state and local data, provide recommendations related to the school's Title I program, and participate in the development and approval of the school's SPSA. At a minimum, the SSC must:

- Develop and approve the SPSA, including the proposed expenditures of funds. The SPSA must align with the needs identified through the school's comprehensive needs assessment and the goals identified by the SSC and must adhere to all applicable state and federal laws and regulations. At a minimum, the SPSA must include funds based on projected allocations from federal funds. The SPSA may also include other state or local funds allocated to the school to support student achievement. Proposed expenditures include planned spending and costs needed to implement the strategies/services in the SPSA.
- Recommend the SPSA, including proposed expenditures of funds, to the LEA's local governing board or body for approval.
- Provide ongoing review throughout the school year of the implementation of the strategies/services in the SPSA to ensure the plan is being carried out to address the needs of the school and its students.
- Make modifications to the SPSA, if a need arises. The SSC will submit the modified SPSA to the local governing board/body for approval whenever a material change (as defined in local governing board policy) is made to planned activities or related expenditures.
- Annually evaluate the progress made toward the school's goals to increase the academic achievement of all students. This includes reviewing and analyzing established metrics, baseline data, and desired outcomes in the SPSA to ensure continuous improvement of students in the schoolwide program.
- Perform all other duties assigned to the SSC by the local governing board or body of the LEA and by state law. As each school has their own unique needs and student populations, the SSC must ensure this is considered within their duties and responsibilities.

RECOMMENDATION

It is recommended that the Board of Directors approve the recognition that the YPICS SAC will ensure the needs of both councils are served in one committee and that the compositions of both are met under the SAC. Moving forward YPICS SAC Meeting Minutes and Agendas will use both titles so that everyone is clear that both committees' responsibilities are fulfilled within our SAC Committee outlined in the YPICS charter petitions.