



California State Board of Education

Meeting Agenda Items for September 8-9, 2016

Bylaws

ARTICLE I

Authority

The California State Board of Education is established in the Constitution of the State of California and empowered by the Legislature through the California *Education Code*.

ARTICLE II

Powers and Duties

The Board establishes policy for the governance of the state's kindergarten through grade twelve public school system as prescribed in the *Education Code*, and performs other duties consistent with statute.

ARTICLE III

Members

APPOINTMENT

Section 1.

The State Board of Education consists of 11 members who are appointed by the Governor with the advice and consent of two-thirds of the Senate.

CC, Art. IX, Sec. 7
EC 33000 and 33000.5

TERM OF OFFICE

Section 2.

- a. The term of office of the members of the Board is four years, except for the student member whose term is one year.
- b. Except for the student member, who serves a one-year term, terms expire on January 15 of the fourth year following their commencement. Members, other than the student member, continue to serve until the appointment and qualification of their successors to a maximum of 60 days after the expiration of their terms. If the member is not reappointed and no successor is appointed within that 60-day period, the member may no longer serve and the position is deemed vacant. The term of the student member begins on August 1 and ends on July 31 of the following year.
- c. If the Senate refuses to confirm, the person may continue to serve until 60 days have elapsed since the refusal to confirm or until 365 days have elapsed since the person first began performing the duties of the office, whichever occurs first.

d. If the Senate fails to confirm within 365 days after the day the person first began performing the duties of the office, the person may not continue to serve in that office following the end of the 365-day period.

EC 33001; 33000.5

GC 1774

VACANCIES

Section 3.

Any vacancy shall be filled by appointment by the Governor, subject to confirmation by two-thirds of the Senate. The person appointed to fill a vacancy shall hold office only for the balance of the unexpired term.

EC 33002

STUDENT MEMBER

Section 4.

Finalists for the student member position shall be selected and recommended to the Governor as prescribed by law.

EC 33000.5

COMPENSATION AND EXPENSES

Section 5.

Members of the Board shall receive their actual and necessary travel expenses while on official business. Each member shall also receive one hundred dollars (\$100) for each day he or she is acting in an official capacity.

EC 33006

GC 11564.5

CONFLICT OF INTEREST CODE

Section 6.

Board members shall file statements of economic interest as required by the Fair Political Practices Commission. The terms of a standard Conflict of Interest Code, adopted by the Commission and as may be amended, are incorporated by reference and constitute the Conflict of Interest Code of the Board.

2 CCR 18730

5 CCR 18600

ARTICLE IV

Officers and Duties

PRESIDENT, VICE PRESIDENT

Section 1.

Officers of the Board shall be a president and a vice president. No member may serve as both president and vice president at the same time.

Section 2.

- a. The president and vice president shall be elected annually in accordance with the procedures set forth in this section.
- b. At the January meeting, the State Superintendent of Public Instruction shall ask members to nominate individuals for the office of president. At that same meeting, the president shall ask Board members to nominate individuals for the office of vice president. Any nomination for office must be seconded. No member may nominate or second the nomination for himself or herself for either office.
- c. Six votes are necessary to elect an officer, and each officer elected shall serve for one year or until his or her successor is elected.
- d. If, in the Board's judgment, no nominee for the office of president or vice president can garner sufficient votes for election to that office at the January meeting, a motion to put the election over to a subsequent meeting is in order.
- e. Newly elected officers shall assume office immediately following the election.
- f. In the event a vacancy occurs in the office of president or vice president during a calendar year, an election shall be held at the next meeting. Any member interested in completing the one-year term of an office that has become vacant may nominate himself or herself, but each nomination requires a second.
- g. The State Superintendent of Public Instruction shall preside only during the election proceedings for the office of president and for the conduct of any other business that a majority of the Board members may direct.

EXECUTIVE OFFICER

Section 3.

The State Superintendent of Public Instruction shall be secretary and shall act as executive officer of the Board.

EC 33004

DUTIES OF THE PRESIDENT

Section 4.

The president shall:

- serve as spokesperson for the Board;
- represent the position of the Board to the State Superintendent of Public Instruction;
- appoint members to serve on committees and as liaisons, as prescribed in these Bylaws, and as may be needed in his or her judgment properly to fulfill the Board's responsibilities;
- serve as an ex officio voting member of the Screening Committee and any ad hoc committees, either by substituting for an appointed member who is not present with no change in an affected committee's quorum requirement, or by serving as an additional member with the affected committee's quorum requirement being increased if necessary;
- preside at all meetings of the Board and follow-up with the assistance of the executive director to see that

agreed upon action is implemented;

- serve, as necessary, as the Board's liaison to the National Association of State Boards of Education, or designate a member to serve in his or her place;
- serve, or appoint a designee to serve, on committees or councils that may be created by statute or official order where required or where, in his or her judgment, proper carrying out of the Board's responsibility demands such service;
- keep abreast of local, state, and national issues through direct involvement in various conferences and programs dealing with such issues, and inform Board members of local, state, and national issues;
- participate in selected local, state, and national organizations, which have an impact on public education, and provide to other members, the State Superintendent, and the staff of the Department of Education the information gathered and the opinion and perspective developed as the result of such active personal participation;
- provide direction for the executive director;
- and, along with the executive director, direct staff in preparing agendas for Board meetings, in consultation with other members as permitted by law, and determine priorities for the expenditure of board travel funds.

DUTIES OF THE VICE PRESIDENT

Section 5.

The vice president shall:

- preside at Board meetings in the absence of the president;
- represent the Board at functions as designated by the president; and
- fulfill all duties of the president when he or she is unable to serve.

DUTIES OF COMMITTEE CHAIR

Section 6.

The chair of the Screening Committee or any ad hoc committee shall:

- preside at meetings of the committee he or she chairs, except that he or she shall yield the chair to another committee member in the event he or she will be absent or confronts a conflict regarding any matter coming before the committee, and may yield the chair to another committee member for personal reasons; and
- in consultation with the president, other committee members, and appropriate staff, assist in the preparation of committee agendas and coordinate and facilitate the work of the committee in furtherance of the Board's goals and objectives.

DUTIES OF LIAISON OR REPRESENTATIVE

Section 7.

A Board member appointed as a liaison or representative shall:

- serve as an informal (non-voting) link between the Board and the advisory body or agency (or function) to which he or she is appointed as liaison or representative; and
- reflect the position of the Board, if a position is known to him or her, on issues before the advisory body or agency (or within the function) to which he or she is appointed as liaison or representative and keep the Board

appropriately informed.

DUTIES OF A BOARD MEMBER APPOINTED TO ANOTHER AGENCY

Section 8.

The member shall:

- to every extent possible, attend the meetings of the agency and meet all responsibilities of membership; and
 - reflect through his or her participation and vote the position of the Board, if a position is known to him or her, and keep the Board informed of the agency's activities and the issues with which it is dealing.
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ARTICLE V

Meetings

REGULAR MEETINGS

Section 1.

Generally, regular meetings of the Board shall be held on the Wednesday and Thursday preceding the second Friday of each of the following months: January, March, May, July, September, and November. However, in adopting a specific meeting schedule, the Board may deviate from this pattern to accommodate state holidays and special events. Other regularly noticed meetings may be called by the president for any stated purpose.

EC 33007

SPECIAL MEETINGS

Section 2.

Special meetings may be called to consider those purposes specified in law if compliance with the 10-day notice would impose a substantial hardship on the board or if immediate action is required to protect the public interest.

OPEN MEETINGS

Section 3.

- a. All meetings of the Board, except the closed sessions permitted by law, and all meetings of Board committees, to the extent required by law, shall be open and public.
- b. All meetings shall conform to the Bagley-Keene Open Meeting Act, including requirements for notices of meetings, preparation and distribution of agendas and written materials, inspection of public records, closed sessions and emergency meetings, maintenance of records, and disruption of a public meeting. Those provisions of law which govern the conduct of meetings of the Board are hereby incorporated by reference into these Bylaws.
- c. Unless otherwise provided by law, meetings of any advisory body, committee or subcommittee thereof, created by statute or by formal action of the Board, which is required to advise or report or recommend to the Board, shall be open to the public.

NOTICE OF MEETINGS

Section 4.

- a. Notice of each regular meeting shall be posted at least 10 days prior to the time of the meeting and shall include the time, date, and place of the meeting and a copy of the meeting agenda.
- b. Notice of any meeting of the Board shall be given to any person so requesting. Upon written request, individuals and organizations wishing to receive notice of meetings of the Board will be included on the mailing list for notice of regular meetings.

SPECIAL MEETINGS (ADDITIONAL PROVISIONS)

Section 5.

- a. Special meetings may be called by the president or by the secretary upon the request of any four members of the board for the purposes specified in law if compliance with the 10-day notice requirements would impose a substantial hardship on the board or if immediate action is required to protect the public interest.
- b. Notice of special meetings shall be delivered in a manner that allows it to be received by the members and by newspapers of general circulation and radio or television stations at least 48 hours before the time of the special meeting. Notice shall also be provided to all national press wire services. Notice to the general public shall be made by placing it on appropriate electronic bulletin boards if possible.
- c. Upon commencement of a special meeting, the board shall make a finding in open session that giving a 10-day notice prior to the meeting would cause a substantial hardship on the board or that immediate action is required to protect the public interest. The finding shall be adopted by a two-thirds vote of the board or a unanimous vote of those members present if less than two-thirds of the members are present at the meeting.

EC 33008

GC 11125

EMERGENCY MEETINGS

Section 5.

- a. An emergency meeting may be called by the president or by the secretary upon the request of any four members without providing the notice otherwise required in the case of a situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities and which is properly a subject of an emergency meeting in accordance with law.
- b. The existence of an emergency situation shall be determined by concurrence of six of the members during a meeting prior to an emergency meeting, or at the beginning of an emergency meeting, in accordance with law.
- c. Notice of an emergency meeting shall be provided in accordance with law.

GC 11125.5

EC 33008

EC 33010

CLOSED MEETINGS

Section 6.

Closed sessions shall be held only in accordance with law.

GC 11126

QUORUM

Section 7.

- a. The concurrence of six members of the Board shall be necessary to the validity of any of its acts.
EC 33010
- b. A quorum of any Board committee shall be a majority of its members, and a committee may recommend actions to the Board with the concurrence of a majority of a quorum.

ORDER OF BUSINESS

Section 8.

The order of business for all regular meetings of the Board shall generally be:

- Call to Order
- Salute to the Flag
- Communications
- Announcements
- Report of the State Superintendent of Public Instruction
- Special Presentations
- Agenda Items
- Adjournment

CONSENT CALENDAR

Section 9.

- a. Non-controversial matters and waiver requests meeting established guidelines may be presented to the Board on a consent calendar.
- b. Items may be removed from the consent calendar upon the request of an individual Board member or upon the request of Department staff authorized by the State Superintendent of Public Instruction to submit items for consideration by the Board.
- c. Items removed from the consent calendar shall be referred to a standing committee or shall be considered by the full Board at the direction of the president.

ARTICLE VI

Committees and Representatives

SCREENING COMMITTEE

Section 1.

- a. The president shall appoint a Screening Committee composed of at least three Board members to screen and interview applicants for appointment to Board advisory bodies and other positions as necessary; participate, as directed by the president, in the selection of candidates for the position of student Board member in accordance with law; and recommend appropriate action to the Board. The president shall designate one Board member as Chair of the Screening Committee.
- b. In consultation with the chair, the president may appoint additional Board members, such as the appointed Board liaison, to serve as voting members of the Screening Committee on a temporary basis. In accordance with Section 4 of these bylaws, the president may also serve as an ex officio member of the Screening Committee. The quorum requirement shall be increased as necessary to include the total number of Board members, including temporary members, appointed to serve on the Committee for that purpose.
- c. As necessary, the chair may create an ad hoc subcommittee of the Screening Committee to assist the Screening Committee with its duties.

AD HOC COMMITTEES

Section 2.

From time to time, the president may appoint ad hoc committees for such purposes as he or she deems necessary. Ad hoc committees shall remain in existence until abolished by the president.

REPRESENTATIVES

Section 3.

From time to time, the president may assign Board members the responsibility of representing the State Board in discussions with staff (as well as with other individuals and agencies) in relation to such topics as assessment and accountability, legislation, and implementation of federal and state programs. The president may also assign Board members the responsibility of representing the Board in ceremonial activities.

ARTICLE VII

Public Hearings: General

SUBJECT OF A PUBLIC HEARING

Section 1.

- a. The Board may hold a public hearing regarding any matter pending before it after giving notice as required by law.
- b. The Board may direct that a public hearing be held before staff of the Department of Education, an advisory commission to the Board, or a standing or ad hoc committee of the Board regarding any matter which is or is likely to be pending before the Board. If the Board directs that a public hearing be held before staff, then a recording of the public hearing and a staff-prepared summary of comments received at the public hearing shall be made available in advance of the meeting at which action on the pending matter is scheduled in accordance with law.

EC 33031

GC 11125

TIME LIMITS FOR THE PRESENTATION OF PUBLIC TESTIMONY

Section 2.

At or before a public hearing, the presiding individual shall (in keeping with any legal limitation or condition that may pertain) determine the total amount of time that will be devoted to hearing oral comments, and may determine the time to be allotted to each person or to each side of an issue.

5 CCR 18463

EC 33031

WAIVER BY PRESIDING INDIVIDUAL

Section 3.

At any time, upon a showing of good cause, the presiding individual may waive any time limitation established under Section 3 of this article.

5 CCR 18464

EC 33031

ARTICLE VIII

Public Hearings: School District Reorganization

SUBMISSION OF PROPOSALS AND PETITIONS

Section 1.

A proposal by a county committee on school district organization or other public agency, or a petition for the formation of a new district or the transfer of territory of one district to another shall be submitted to the executive officer of the Board. The executive officer of the Board shall cause the proposal or petition to be:

- reviewed and analyzed by the California Department of Education;
- set for hearing before the Board (or before staff if so directed by the Board) at the earliest practicable date; and
- transmitted together with the report and recommendation of the Department of Education to the Board (or to the staff who may be directed by the Board to conduct the hearing) and to such other persons as is required by law not later than ten days before the date of the hearing.

CCR 18570

ARGUMENTS PRESENTED AT THE PUBLIC HEARING: ORIGINAL SUBMISSION

Section 2.

At the time and place of hearing, the Board (or staff if so directed by the Board) will receive oral or written arguments

on the proposal or petition. The presiding individual may limit the number of speakers on each side of the issue, limit the time permitted for the presentation of a particular view, and limit the time of the individual speakers. The presiding individual may ask that speakers not repeat arguments previously presented.

CCR 18571

RESUBMISSION OF THE SAME OR ESSENTIALLY IDENTICAL PROPOSAL OR PETITION

Section 3.

If the same or an essentially identical proposal or petition has been previously considered by the Board, the documents constituting such a resubmission shall be accompanied by a written summary of any new factual situations or facts not previously presented. In this case, any hearing shall focus on arguments not theretofore presented and hear expositions of new factual situations and of facts not previously entered into the public record.

CCR 18572

ARTICLE IX

Public Records

Public records of the Board shall be available for inspection and duplication in accordance with law, including the collection of any permissible fees for research and duplication.

GC 6250 et seq.

ARTICLE X

Parliamentary Authority

RULES OF ORDER

Section 1.

Debate and proceedings shall be conducted in accordance with Robert's Rules of Order (Newly Revised) when not in conflict with rules of the Board and other statutory requirements.

Section 2.

Members of the public or California Department of Education staff may be recognized by the president of the Board or other presiding individual, as appropriate, to speak at any meeting. Those comments shall be limited to the time determined by the president or other presiding individual. All remarks made shall be addressed to the president or other presiding individual. In order to maintain appropriate control of the meeting, the president or other presiding individual shall determine the person having the floor at any given time and, if discussion is in progress or to commence, who may participate in the discussion.

Section 3.

All speakers shall confine their remarks to the pending matter as recognized by the president or other presiding individual.

Section 4.

Public speakers shall not directly question members of the Board, the State Superintendent, or staff without express permission of the president or other presiding individual, nor shall Board members, the State Superintendent, or staff address questions directly to speakers without permission of the president or other presiding individual.

Section 5.

The Chief Counsel to the Board or the General Counsel of the California Department of Education, or a member of the Department's legal staff in the absence of the Board's Chief Counsel, will serve as parliamentarian. In the absence of legal staff, the president or other presiding individual will name a temporary replacement if necessary.

ARTICLE XI

Board Appointments

ADVISORY BODIES

Section 1.

Upon recommendation of the Screening Committee as may be necessary, the Board appoints members to the following advisory bodies for the terms indicated:

- a. Advisory Commission on Special Education. The Board appoints five of 17 members to serve four-year terms.
EC 33590
- b. Instructional Quality Commission. The Board appoints 13 of 18 members to serve four-year terms.
EC 33530
- c. Child Nutrition Advisory Council. The Board appoints 13 members, 12 to three-year terms and one student representative to a one-year term. By its own action, the Council may provide for the participation in its meetings of non-voting representatives of interest groups not otherwise represented among its members, such as school business officials and experts in the area of physical education and activity.
EC 49533
- d. Advisory Commission on Charter Schools. The Board appoints eight members to two-year terms.
EC 47634.2(b)(1)
State Board of Education Policy 01-04

OTHER APPOINTMENTS

Section 2.

On the Board's behalf, the president shall make all other appointments that are required of the Board or require Board representation, including, but not limited to: WestEd (Far West Laboratory for Educational Research and Development), Trustees of the California State Summer School for the Arts and the California Subject Matter Projects.

SCREENING AND APPOINTMENT

Section 3.

Opportunities for appointment shall be announced and advertised as appropriate, and application materials shall be made available to those requesting them. The Screening Committee shall paper-screen all applicants, interview candidates as the Committee determines necessary, and recommend appropriate action to the Board.

ARTICLE XII

Presidential Appointments

LIAISONS

Section 1.

The president shall appoint one Board member, or more where needed, to serve as liaison(s) to:

- a. The Advisory Commission on Special Education.
- b. The Instructional Quality Commission.
- c. The Advisory Commission on Charter Schools.
- d. The National Association of State Boards of Education, if the Board participates in that organization.
- e. The Commission on Teacher Credentialing.

OTHER

Section 2.

The president shall make all other appointments that may be required of the Board or that require Board representation.

ARTICLE XIII

Amendment to the Bylaws

These Bylaws may be amended at any regular meeting of the Board, provided that the amendment has been submitted in writing to the Board and members of the public with the meeting notice.

Abbreviations

Abbreviations used in these Bylaws, citing Board authority, are:

Abbreviation	Description
CC	Constitution of the State of California
CCR	California Code of Regulations

EC	California <i>Education Code</i>
GC	California <i>Government Code</i>
CFR	Code of Federal Regulations
JPA-FWL	Joint Powers Agreement Establishing the Far West Laboratory for Educational Research and Development, originally entered into by the State Board of Education on February 11, 1966, and subsequently amended

Dates of Adoption and Amendment

Status	Date
Adopted	April 12, 1985
Amended	February 11, 1987
Amended	December 11, 1987
Amended	November 11, 1988
Amended	December 8, 1989
Amended	December 13, 1991
Amended	November 13, 1992
Amended	February 11, 1993
Amended	June 11, 1993
Amended	May 12, 1995
Amended	January 8, 1998
Amended	April 11, 2001
Amended	July 9, 2003
Amended	January 16, 2013

SBE Agenda for September 2016

Agenda for the California State Board of Education (SBE) meeting on September 8-9, 2016.

State Board Members

- Michael W. Kirst, President
- Ilene W. Straus, Vice President
- Sue Burr
- Bruce Holaday
- Feliza I. Ortiz-Licon
- Patricia A. Rucker
- Niki Sandoval
- Ting L. Sun
- Trish Williams
- Olivia Sison, Student Member
- *Vacancy*

Secretary & Executive Officer

- Hon. Tom Torlakson

Executive Director

- Karen Stapf Walters

Schedule of Meeting	Location
Thursday, September 8, 2016 8:30 a.m. Pacific Time ± STATE BOARD OF EDUCATION The Closed Session will take place at approximately 8:30a.m. (The Public may not attend.)	California Department of Education 1430 N Street, Room 1101 Sacramento, California 95814 916-319-0827

Please see the detailed agenda for more information about the items to be considered and acted upon. The public is welcome.

Schedule of Meeting	Location
Friday, September 9, 2016 8:30 a.m. Pacific Time ± STATE BOARD OF EDUCATION Public Session. Public Session, adjourn to Closed Session – IF NECESSARY.	California Department of Education 1430 N Street, Room 1101 Sacramento, California 95814 916-319-0827

The Closed Session (1) may commence earlier than 8:30 a.m.; (2) may begin at 8:30 a.m., be recessed, and then be reconvened later in the day; or (3) may commence later than 8:30 a.m.

CLOSED SESSION AGENDA

Conference with Legal Counsel – Existing Litigation: Under *Government Code* sections 11126(e)(1) and (e)(2)(A), the

State Board of Education hereby provides public notice that some or all of the pending litigation follows will be considered and acted upon in closed session:

- *California School Boards Association, et al. v. California State Board of Education and Aspire Public Schools, Inc.*, Alameda County Superior Court, Case No. 07353566, CA Ct. of Appeal, 1st Dist., Case No. A122485, CA Supreme Court, Case No. S186129
- *Cruz et al. v. State of California, State Board of Education, State Department of Education, Tom Torlakson et al.*, Alameda County Superior Court, Case No. RG14727139
- *D.J. et al. v. State of California, California Department of Education, Tom Torlakson, the State Board of Education*, Los Angeles Superior Court, Case No. BS142775, CA Ct. of Appeal, 2nd Dist., Case No. B260075 and related complaint from the U.S. Department of Justice
- *Emma C., et al. v. Delaine Eastin, et al.*, USDC (No. Dist. CA), Case No. C-96-4179
- *Options for Youth, Burbank, Inc., San Gabriel, Inc. Upland, Inc. and Victor Valley*, Notice of Appeal Before the Education Audit Appeals Panel, EAAP Case Nos. 06-18, 06-19- 07-07, 07-08 OAH Nos. L2006100966, L2006110025, L20070706022, L2007060728, Los Angeles County Superior Court, Case No. BC 347454
- *Peoples v. State of California, State Board of Education*, Los Angeles County Superior Court, Case No. BC618619
- *Reed v. State of California, Los Angeles Unified School District, State Superintendent of Public Instruction, Jack O'Connell, California Department of Education, and State Board of Education, et al.*, Los Angeles County Superior Court, Case No. BC432420, CA Ct. of Appeal, 2nd Dist., Case No. B230817, CA Supreme Ct., Case No. 5191256
- *Valenzuela v. Tom Torlakson, the California Department of Education, the State Board of Education*, Alameda County Superior Court, Case No. RG16805941
- *Vergara et al. v. State of California, Governor Edmund G. Brown, Tom Torlakson, the California Department of Education, the State Board of Education*, Los Angeles County Superior Court, Case No. BC484642, CA Ct. of Appeal 2nd Dist., Case No. B253282, B253310
- *Whitlow et al. v. State of California, Department of Education, the State Board of Education, Tom Torlakson, California Department of Public Health, Dr. Karen Smith, Director of Department of Public Health, Santa Barbara County Department of Public Health*, United States District Court Southern District of California, Case No. 3:16-cv-01715-DMS-BGS

Conference with Legal Counsel – Anticipated Litigation: Under *Government Code* sections 11126(e), the State Board of Education hereby provides public notice that it may meet in Closed Session to decide whether there is a significant exposure to litigation, and to consider and act in connection with matters for which there is a significant exposure to litigation. Under *Government Code* sections 11126(e)(1) and (e)(2), the State Board of Education hereby provides public notice that it may meet in Closed Session to decide to initiate litigation and to consider and act in connection with litigation it has decided to initiate.

Under *Government Code* Section 11126(c)(14), the State Board of Education hereby provides public notice that it may meet in Closed Session to review and discuss the actual content of pupil achievement tests (including, but not limited to, the High School Exit Exam) that have been submitted for State Board approval and/or approved by the State Board.

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY

ALL ITEMS MAY BE HEARD IN A DIFFERENT ORDER THAN HOW THEY ARE LISTED ON THE AGENDA ON ANY DAY OF THE NOTICED MEETING

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Time is set aside for individuals desiring to speak on any topic **not** otherwise on the agenda. Please see the detailed agenda for the Public Session. In all cases, the presiding officer reserves the right to impose time limits on

presentations as may be necessary to ensure that the agenda is completed.

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability or any other individual who requires reasonable accommodation to attend or participate in a meeting or function of the California State Board of Education (SBE), may request assistance by contacting the SBE office at 1430 N Street, Room 5111, Sacramento, CA 95814; by telephone at 916-319-0827; or by facsimile at 916-319-0175.

CALIFORNIA STATE BOARD OF EDUCATION

FULL BOARD AGENDA Public Session, Day 1

Thursday, September 8, 2016

Thursday, September 8, 2016 – 8:30 a.m. Pacific Time ±

California Department of Education
1430 N Street, Room 1101
Sacramento, California 95814

- Call to Order
- Salute to the Flag
- Communications
- Announcements
- Report of the State Superintendent of Public Instruction
- Special Presentations

Public notice is hereby given that special presentations for informational purposes may take place during this session.

- Agenda Items
- Adjournment

AGENDA ITEMS FOR DAY 1

PLEASE NOTE: For the Local Control Funding Formula/Accountability item (Item 01) and Update on the State Plan for the Every Student Succeeds Act (Item 02), individual speakers will be limited to **one minute each**. A group of five speakers may sign up together and designate one speaker who will be allocated a total of **three minutes for the group**.

[Item 01](#)

Subject: Developing an Integrated Local, State, and Federal Accountability and Continuous Improvement System: Adoption of the Local Control Funding Formula Evaluation Rubrics; and Update on Local Control and Accountability Plan and Annual Update Template Revisions and Progress on the Every Student Succeeds Act State Plan.

Type of Action: Action, Information

[Item 02](#)

Subject: Update on the Development of the California State Plan for the Every Student Succeeds Act.

Type of Action: Action, Information

[Item 03](#)

Subject: STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; and officer nominations and/or elections; State Board appointments and direction to staff; declaratory and commendatory resolutions; Bylaw review and revision; Board policy; approval of minutes; Board liaison reports; training of Board members; and other matters of interest.

Type of Action: Action, Information

ADJOURNMENT OF DAY'S SESSION

CALIFORNIA STATE BOARD OF EDUCATION

**FULL BOARD AGENDA
Public Session, Day 2**

Friday, September 9, 2016

Friday, September 9, 2016 – 8:30 a.m. Pacific Time ±

California Department of Education
1430 N Street, Room 1101
Sacramento, California 95814

- Call to Order
- Salute to the Flag
- Communications
- Announcements
- Report of the State Superintendent of Public Instruction
- Special Presentations

Public notice is hereby given that special presentations for informational purposes may take place during this session.

- Agenda Items
- Adjournment

AGENDA ITEMS FOR DAY 2

[Item 04](#)

Subject: California Assessment of Student Performance and Progress: Approve the State Superintendent of Public Instruction Recommended Achievement Standard Setting for the California Alternate Assessment English Language Arts and Mathematics Levels 1, 2, and 3; Approve the Proposed High-Level Test Design for the California Spanish Assessment; and Provide an Update on Program Activities Related to the California Assessment of Student Performance and Progress System.

Type of Action: Action, Information

- [Item 04 Addendum](#) (Posted 31-Aug-2016)
-

[Item 05](#)

Subject: Approval of 2016–17 Consolidated Applications.

Type of Action: Action, Information

[Item 06](#)

Subject: California High School Proficiency Examination: Adopt the Regulations for Amendments to the *California Code of Regulations*, Title 5, Sections 11520 Through 11525.

Type of Action: Action, Information

- [Item 06 Attachment 3](#)
 - [Accessible Alternative Version \(AAV\) of Item 06 Attachment 3](#)
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[Item 07](#)

Subject: Elementary and Secondary Education Act: No Child Left Behind: Approval of Local Educational Agency Plans, Title I, Section 1112.

Type of Action: Action, Information

[Item 08](#)

Subject: Elementary and Secondary Education Act: No Child Left Behind: Assignment of Corrective Action, Additional Fiscal Resources, and Associated Technical Assistance for Yosemite Unified School District, a Local Educational Agency in Cohort 9 of Program Improvement Year 3.

Type of Action: Action, Information

[Item 09](#)

Subject: *Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019 Revision*: Approval of the Schedule of Significant Events and the Curriculum Framework and Evaluation Criteria Committee Application Form.

Type of Action: Action, Information

[Item 10](#)

Subject: Approval of the Charter School Numbers Assigned to Newly Established Charter Schools.

Type of Action: Action, Information

[Item 11](#)

Subject: Approval of the Career Technical Education Incentive Grant: Grantee List.

Type of Action: Action, Information

WAIVERS / ACTION AND CONSENT ITEMS

The following agenda items include waivers that are proposed for consent and those waivers scheduled for separate action because CDE staff has identified possible opposition, recommended denial, or determined present new or unusual issues that should be considered by the State Board. Waivers proposed for consent are so indicated on each waiver's agenda item, and public comment will be taken before board action on all proposed consent items; however, any board member may remove a waiver from proposed consent and the item may be heard individually. On a case-by-case basis, public testimony may be considered regarding the item, subject to the limits set by the Board President or by the President's designee; and action different from that recommended by CDE staff may be taken.

Federal Program Waiver (Carl D. Perkins Vocational and Technical Education Improvement Act)

[Item W-01](#)

Subject: Request by four school districts for a waiver of Section 131(c)(1) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270).

Waiver Numbers:

- Colusa Unified School District Fed-15-2016
- Glenn County Office of Education Fed-16-2016
- Los Angeles Unified School District Fed-18-2016
- Scott Valley Unified School District Fed-17-2016

(Recommended for APPROVAL)

Special Education Program (Extended School Year [Summer School])

[Item W-02](#)

Subject: Request by three local educational agencies to waive *California Code of Regulations*, Title 5, Section 3043(d), which requires a minimum of 20 school days of four hours each for attendance for an extended school year (summer school) for special education students.

Waiver Numbers:

- Mariposa County Office of Education 4-6-2016
- Meadows Union Elementary School District 4-5-2016
- Shasta Union High School District 5-6-2016

(Recommended for APPROVAL WITH CONDITIONS)

Special Education Program (Resource Teacher Caseload)

[Item W-03](#)

Subject: Request by Cypress Elementary School District under the authority of California *Education Code* Section 56101 and *California Code of Regulations*, Title 5, Section 3100, to waive *Education Code* Section 56362(c). Approval of this waiver will allow the resource specialist to exceed the maximum caseload of 28 students by no more than four students (32 maximum).

Waiver Number: 16-3-2016

(Recommended for APPROVAL WITH CONDITIONS)

Special Education Program (Resource Teacher Caseload)

[Item W-04](#)

Subject: Requests by Poway Unified School District under the authority of California *Education Code* Section 56101 and *California Code of Regulations*, Title 5, Section 3100, to waive *Education Code* Section 56362(c). Approval of these waivers will allow the resource specialists to exceed the maximum caseload of 28 students by no more than four students (32 maximum).

Waiver Numbers:

- 9-6-2016
- 10-6-2016

(Recommended for APPROVAL WITH CONDITIONS)

Special Education Program (Resource Teacher Caseload)

[Item W-05](#)

Subject: Requests by Union Elementary School District, under the authority of California *Education Code* Section 56101 and *California Code of Regulations*, Title 5, Section 3100, to waive *Education Code* Section 56362(c). Approval of these waivers will allow the resource specialists to exceed the maximum caseload of 28 students by no more than four students (32 maximum).

Waiver Numbers:

- 8-5-2016
- 9-5-2016

(Recommended for APPROVAL WITH CONDITIONS)

Administrator/Teacher Ratio (Administrator/Teacher Ratio)

[Item W-06](#)

Subject: Request by Mt. Baldy Joint Elementary School District to waive California *Education Code* Section 41402(a), the requirement which sets the ratio of administrators to teachers for elementary schools at nine for every 100 teachers.

Waiver Number: 24-6-2016

(Recommended for APPROVAL)

Charter School Program (Nonclassroom-Based Funding)

[Item W-07](#)

Subject: Request by three local educational agencies to waive portions of *California Code of Regulations*, Title 5, Section 11963.6(c), relating to the submission and action on determination of funding requests regarding nonclassroom-based instruction.

Waiver Numbers:

- Bass Lake Joint Union Elementary School District 25-3-2016
- Penn Valley Union Elementary School District 7-5-2016
- Turlock Unified School District 20-6-2016

(Recommended for APPROVAL)

Community Day Schools (CDS) (Collocate Facilities)

[Item W-08](#)

Subject: Request by Perris Union High School District to waive portions of California *Education Code* Section 48661(a) to permit the collocation of Academy Community Day School on the same site as the Perris Educational Options Program, an alternative school of choice.

Waiver Number: 1-6-2016

(Recommended for APPROVAL WITH CONDITIONS)

Equity Length of Time

[Item W-09](#)

Subject: Request by three school districts to waive California *Education Code* Section 37202(a), the equity length of time requirement for transitional kindergarten and kindergarten programs at the districts' elementary schools.

Waiver Numbers:

- Alameda Unified School District 29-6-2016
- Douglas City Elementary School District 12-5-2016
- Fairfield-Suisun Unified School District 3-6-2016

(Recommended for APPROVAL WITH CONDITIONS)

Instructional Time Requirement Audit Penalty (Below 1982-83 Base Minimum Minutes)

[Item W-10](#)

Subject: Request by Gilroy Unified School District under the authority of the California *Education Code* Section 46206(a), to waive *Education Code* Section 46201(b), the audit penalty for offering less instructional time in the 2015–16 fiscal year for students in grades four and five (shortfall of 695 minutes) at Rucker Elementary School.

Waiver Number: 23-6-2016

(Recommended for APPROVAL WITH CONDITIONS)

Out-of-State Use of Funds and Transportation Allowances

[Item W-11](#)

Subject: Request by two school districts to waive a portion of California *Education Code* Section 35330(b)(3), to authorize expenditures of school district funds for students to travel out-of-state.

Waiver Numbers:

- Fairfield-Suisun Unified School District 15-5-2016
- Siskiyou Union High School District 32-6-2016 (*EC* 33051(b) will apply)

(Recommended for APPROVAL)

Sale or Lease of Surplus Property (Sale of Surplus Property)

[Item W-12](#)

Subject: Request by Hacienda la Puente Unified School District for a renewal of four waivers to waive California *Education Code* sections 17472, 17473, and 17474, and portions of sections 17455, 17466, 17468, 17469, 17470, and 17475, which will allow the district to sell four pieces of property using a broker and a “request for proposal” process, maximizing the proceeds from the sales. The properties are located at 16949 Wedgeworth Drive, Hacienda Heights, CA, 15405 La Subida Drive, Hacienda Heights, CA, 16234 Folger Street, Hacienda Heights, CA, and 14162 East Lomitas Avenue, Avocado Heights, CA.

Waiver Numbers:

- 12-6-2016
- 13-6-2016
- 14-6-2016
- 15-6-2016

(Recommended for APPROVAL WITH CONDITIONS)

School Construction Bonds (Bond Indebtedness Limit - Unified S.D.)

[Item W-13](#)

Subject: Request by Coachella Valley Unified School District to waive California *Education Code* sections 15106 and 15270(a) to allow the district to exceed its bond indebtedness limit of 2.5 percent of the taxable assessed value of property (requesting 3.25 percent).

Waiver Number: 17-6-2016

(Recommended for APPROVAL WITH CONDITIONS)

School District Reorganization (Timeline Requirements)

[Item W-14](#)

Subject: Request by Monterey County Office of Education for a renewal waiver of portions of California *Education Code* Section 35706, regarding the 120-day timeline between the first public hearing and action on a petition by the County Committee on School District Organization.

Waiver Number: 6-7-2016

(Recommended for APPROVAL)

Schoolsite Council Statute

[Item W-15](#)

Subject: Request by eight local educational agencies under the authority of California *Education Code* Section 52863 for waivers of *Education Code* Section 52852, relating to schoolsite councils regarding changes in shared, composition, or shared and composition members.

Waiver Numbers:

- Briggs Elementary School District 11-6-2016
- Davis Joint Unified School District 6-6-2016
- Davis Joint Unified School District 7-6-2016
- Davis Joint Unified School District 8-6-2016
- Dunsmuir Joint Union High School District 5-5-2016
- Elkins Elementary School District 14-5-2016
- Hanford Joint Union High School District 34-6-2016
- Los Angeles Unified School District 18-6-2016
- Los Angeles Unified School District 19-6-2016
- Modoc Joint Unified School District 25-6-2016
- Southern Trinity Joint Unified School District 1-5-2016

(Recommended for APPROVAL WITH CONDITIONS)

Special Education Program (Algebra I Requirement for Graduation)

[Item W-16](#)

Subject: Request by California Education Authority Headquarters to waive California *Education Code* Section 51224.5(b), the requirement that all students graduating in the 2015-16 school year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for a special education student based on *Education Code* Section 56101, the special education waiver authority.

Waiver Number: 27-6-2016

(Recommended for APPROVAL WITH CONDITIONS)

State Testing Apportionment Report

[Item W-17](#)

Subject: Request by six local educational agencies to waive the State Testing Apportionment Information Report deadline as stipulated in the *California Code of Regulations*, Title 5, Section 11517.5(b)(1)(A), regarding the California English Language Development Test; or Title 5, Section 1225(b)(3)(A), regarding the California High School Exit Examination; or Title 5, Section 862(b)(2)(A) prior to February 2014, regarding the Standardized Testing and Reporting Program; or Title 5, Section 862(b)(2)(A), regarding the California Assessment of Student Performance and Progress System.

Waiver Numbers:

- Camino Union Elementary School District 21-6-2016
- Camino Union Elementary School District 22-6-2016
- Irvine Unified School District 11-5-2016
- Long Beach Unified School District 2-5-2016
- Oakley Union Elementary School District 13-5-2016
- Pioneer Union Elementary School District 2-6-2016
- Pomona Unified School District 16-6-2016

(Recommended for APPROVAL)

END OF WAIVERS

PUBLIC HEARINGS

The Public Hearings will commence no earlier than 9:00 a.m. on Friday, September 9, 2016. The first Public Hearing listed below will be held as close to 9:00 a.m. as the business of the State Board permits.

For Items 12 and 13, after the 10 minute presentations provided by both the **official** proponents and opponents, members of the public may provide comments. Speakers will be limited to **one minute** each.

[Item 12](#)

Subject: Appeal from an action of the Santa Clara County Committee on School District Organization to disapprove a transfer of territory from the Santa Clara USD to the Cupertino Union School District and the Fremont Union High School District.

Type of Action: Action, Information, Hearing

[Item 13](#)

Subject: International Studies Language Academy: Consider a Material Revision of the Charter to Change from Opening in 2016–17 to 2017–18.

Type of Action: Action, Information, Hearing

- [Item 13 Attachment 1](#)

- [Item 13 Attachment 2](#)
- [Item 13 Attachment 3](#)
- [Item 13 Attachment 4](#)
- [Item 13 Attachment 5](#)
- [Item 13 Attachment 6](#)

END OF PUBLIC HEARINGS

[Item 14](#)

Subject: GENERAL PUBLIC COMMENT. Public Comment is invited on any matter **not** included on the printed agenda. Depending on the number of individuals wishing to address the State Board, the presiding officer may establish specific time limits on presentations.

Type of Action: Information

ADJOURNMENT OF MEETING

This agenda is posted on the [State Board of Education's Web site](#). For more information concerning this agenda, please contact the State Board of Education at 1430 N Street, Room 5111, Sacramento, CA, 95814; telephone 916-319-0827; facsimile 916-319-0175. Members of the public wishing to send written comments about an agenda item to the board are encouraged to send an electronic copy to SBE@cde.ca.gov, with the item number clearly marked in the subject line. In order to ensure that comments are received by board members in advance of the meeting, please submit these and any related materials to our office by **12:00 Noon on September 2, 2016, the Friday prior to the meeting**. If you do not meet the deadline, please provide 25 copies to distribute at the meeting.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

SUBJECT	
Developing an Integrated Local, State, and Federal Accountability and Continuous Improvement System: Adoption of the Local Control Funding Formula Evaluation Rubrics; and Update on Local Control and Accountability Plan and Annual Update Template Revisions and Progress on the Every Student Succeeds Act State Plan.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

California's new accountability and continuous improvement system will build on the foundations of the Local Control Funding Formula (LCFF).

Passed by the Legislature and signed by the Governor in 2013, LCFF significantly changed how California provides resources to public schools and holds local educational agencies (LEAs) accountable for improving student performance. That law includes eight priority areas for school districts and charter schools (ten priority areas for county offices of education) that define a quality education more broadly than a single test score and requires that the accountability system consider all LCFF priority areas.

Under LCFF, LEAs receive base funding for each student they serve with additional funding provided for each high needs student – defined as low income students, English learners, and foster youth. LCFF increases local control over spending decisions while requiring LEAs to adopt and annually update local accountability plans, known as Local Control and Accountability Plans (LCAPs), developed with stakeholder input, that address all LCFF priority areas.

Additionally, the State Board of Education (SBE) is required to develop an accountability tool, known as evaluation rubrics, that includes state and local performance standards for all LCFF priorities and that assists LEAs in identifying strengths, weaknesses, and areas in need of improvement for LEAs and schools. The evaluation rubrics must also identify a process for using the performance standards to identify LEAs in need of additional assistance or intervention, which are defined in statute. By statute, the SBE must adopt the evaluation rubrics by October 1, 2016.

By reporting performance on multiple measures that impact student performance across the LCFF priorities, the new accountability system provides a more complete picture of what contributes to a positive educational experience for students. It also promotes equity by clearly identifying for school leaders, stakeholders, and the public any

indicators where there are disparities among student groups. For LEAs and schools in need of additional assistance or intervention, the more complete picture of performance also helps ensure that the additional resources and supports are focused on the areas where they are most needed and most likely to improve student outcomes.

This item is the tenth in a series of regular updates on California's progress towards transitioning to an integrated local, state, and federal accountability and continuous improvement system based on multiple measures, as defined by the LCFF. The purpose of this item is to present the SBE with recommendations to adopt the LCFF evaluation rubrics by the statutory deadline of October 1, 2016.

RECOMMENDATION

Staff recommend that the SBE take the following action:

1. Adopt the LCFF evaluation rubrics with the following components:
 - a. The concise set of state indicators and local performance indicators approved at the May and July 2016 State Board of Education meetings.
 - b. Performance standards for the state indicators and local performance indicators based on the methodologies approved at the May 2016 State Board of Education meeting and July 2016 State Board of Education meeting, respectively.
 - c. Criteria for determining local educational agency eligibility for technical assistance and intervention under the LCFF statutes based on the performance standards for the state indicators and local performance indicators.
 - d. Statements of Model Practices, with the content to be finalized at a future date.
 - e. Links to external resources, with the content to be finalized at a future date.
2. Approve:
 - a. The proposed performance standards, based on the approved methodology to establish cut-scores and performance categories, for the following state indicators:
 - i. Progress of English learners toward English proficiency based on the English learner indicator (Priority 4)
 - ii. High school graduation rate (Priority 5)
 - iii. College/Career Indicator, which combines Grade 11 test scores on English Language Arts and Math and other measures of college and career readiness (Priorities 7 and 8)

- iv. Suspension rates by LEA type (elementary, high, and unified), and by school type (elementary, middle, and high) (Priority 6)
 - b. The proposed standards for the local performance indicators:
 - i. Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1),
 - ii. Implementation of State Academic Standards (Priority 2)
 - iii. Parent Engagement (Priority 3)
 - iv. Local Climate Surveys (Priority 6)
 - v. Coordination of Services for Expelled Students (Priority 9 – County Office of Education Only)
 - vi. Coordination of Services for Foster Youth (Priority 10 – County Office of Education Only)
 - c. The proposed criteria to determine local educational agency eligibility for technical assistance and intervention under the LCFF statutes.
3. Direct CDE staff to develop a recommendation for the November 2016 SBE meeting on proposed performance standards, based on the approved methodology to establish cut-scores and performance categories, for the state indicator for student test scores on English Language Arts and Math for grades 3–8, that includes results from the second year of Smarter Balanced tests.
 4. Direct CDE staff to complete further development work on the College/Career Indicator, including student course-taking information, and options to measure access to a broad course of study (Priority 7) as a state indicator, for the next phase of the evaluation rubrics.
 5. Direct CDE staff to further develop the content for the statements of model practices and links to external resources so those components can be incorporated into the web-based user interface in the future.
 6. Approve the proposed annual process for the SBE to review the evaluation rubrics to determine whether newly available data and/or research support the inclusion of a new state or local performance indicator or substituting such an indicator for an existing indicator.

BRIEF HISTORY OF KEY ISSUES

Education Code Section 52064.5 identifies three statutory purposes for the LCFF evaluation rubrics: to support LEAs in identifying strengths, weaknesses and areas for improvement; to assist in determining whether LEAs are eligible for technical

assistance; and to assist the Superintendent of Public Instruction in determining whether LEAs are eligible for more intensive state support/intervention.

Given the central role of the evaluation rubrics in the emerging local, state and federal accountability and continuous improvement system, it is also important to ensure that students, parents, and other stakeholders and the public can access information on LEA- or school-level performance. Staff recommend that the SBE adopt the initial phase of the LCFF evaluation rubrics at its September 2016 meeting and anticipate that the initial phase of the rubrics will evolve through the first couple of years of implementation.

Attachment 1 presents an overview of the LCFF evaluation rubrics design and the system components, as well as the web-based user interface. This attachment expands upon the initial design approved by the SBE at the May and July 2016 meetings.

Attachment 2 provides a summary of the performance standards for the state indicators based on the approved methodology to establish cut points and performance categories. This attachment provides the updated analyses for the Graduation Rate, Suspension Rate, Academic Achievement, College/Career, and English Learner Indicators, and an update on when state-level data for Chronic Absence Indicator will be available.

Attachment 3 recommends performance standards for the local performance indicators to reflect the state priorities not currently addressed by the state indicators (e.g., Implementation of State Academic Content Standards – Priority 2). The SBE approved the methodology to establish these standards at the July 2016 meeting. This attachment provides an overview of the final recommended standards and describes the next steps in finalizing how LEAs will measure local performance relative to these standards.

Attachment 4 describes the proposal to determine LEA eligibility for technical assistance and intervention under LCFF. This attachment expands upon an August 2016 information memorandum (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item02.doc>) that presents an overview of a proposed approach for providing support to LEAs and schools.

Attachment 5 describes the timeline of developmental activities to support the Local Control and Accountability Plan (LCAP) template, LCFF evaluation rubrics, and ESSA State Plan over the course of the upcoming calendar year. A draft version of the timeline and process to review the local and state indicators is included in an August 2016 Information Memorandum (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item01.doc>). An updated version of the timeline is presented in Attachment 5 and incorporates the recent changes in the schedule to revise the LCAP template (<http://www.cde.ca.gov/be/pn/im/documents/memo-exec-lasso-aug16item01.doc>). The timeline now reflects the additional activities and clarifies the opportunities for robust stakeholder input as the accountability and continuous improvement system evolves.

Attachment 6 contains *Education Code (EC)* sections referencing the LCFF.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In August 2016, the SBE received the following information memoranda:

- An update on developing the new accountability and continuous improvement system draft timeline (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item01.doc>)
- A framework for supporting local educational agencies and schools (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item02.doc>)
- An overview of the college/career indicator structure and proposed measures (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-aug16item01.doc>)
- Proposed percentile cut scores for state indicators (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-aug16item02.doc>)

In July 2016, the SBE approved a design for the LCFF evaluation rubrics that includes: a measure of college/career readiness; a methodology for establishing standards for the LCFF priorities that are not addressed by the state indicators; the inclusion of standard for the use of school climate surveys to support a broader assessment on school climate (Priority 6); the inclusion of an equity report; and directed staff to develop an updated timeline (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item02.doc>).

In June 2016, the SBE received the following information memoranda:

- A summary of the decisions on accountability and continuous improvement that were approved at the May 2016 meeting (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-jun16item01.doc>)
- Draft statements of model practices (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-jun16item02.doc>)
- Process to identify options for school climate surveys and a composite measure of English learner proficiency (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-jun16item02.doc>)

In May 2016, the SBE approved a design for the LCFF evaluation rubrics that includes: a set of state indicators; a methodology for calculating performance as a combination of status and change for the state indicators in order to differentiate performance at the LEA and school levels, and for student groups; a component that supports the use of local data; and concepts for a top-level display. The SBE also directed staff to prepare a recommendation for the July 2016 Board meeting for establishing standards for the LCFF priorities that are not addressed by the state indicators and options for incorporating college and career readiness, local climate surveys, and an English learner composite into the overall LCFF evaluation rubrics design (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc>).

In April 2016, the SBE received the following information memoranda:

- A summary of the decisions on accountability and continuous improvement that were approved at the March 2016 meeting (<http://www.cde.ca.gov/be/pn/im/documents/memo-amard-apr16item01.doc>)
- Further analysis on potential key indicators (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-apr16item02.doc>)
- Additional analysis on the graduation rate to inform the methodology to set standards for performance and expectations for improvement (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-apr16item04.doc>)
- LCAP template revisions (<http://www.cde.ca.gov/be/pn/im/documents/memo-exec-lasso-apr16item01.doc>)

In March 2016, the SBE reviewed the proposed architecture of the single, coherent accountability and continuous improvement system and options for developing a concise set of state indicators for accountability and continuous improvement purposes. The SBE took action to direct staff to proceed with further analysis and design work to develop a complete draft of the LCFF evaluation rubrics prototype (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/mar16item23.doc>).

In February 2016, the SBE received a series of information memoranda on the following topics:

- Updated timeline that details the proposed transition to the new accountability and continuous improvement system (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-feb16item01.doc>).
- Common terminology and definition of terms used to describe the proposed architecture for the new accountability and continuous improvement system (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-feb16item02.doc>).
- Draft architecture that clarifies how the pieces of the emerging, integrated accountability system will fit together (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-feb16item03.doc>).
- Further analysis on the graduation rate indicator to illustrate potential standards (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-feb16item04.doc>).
- Options for key indicators that satisfy the requirements of the LCFF and ESSA (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-feb16item05.doc>).
- Overview of student-level growth models for Smarter Balanced summative assessment results (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-feb16item01.doc>).
- Review of college and career indicator (CCI) options (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-feb16item02.doc>).

FISCAL ANALYSIS (AS APPROPRIATE)

The 2016-17 state budget includes \$71.9 billion in the Proposition 98 Guarantee. This includes an increase of more than \$2.9 billion to support the continued implementation

of LCFF and builds upon the investment of more than \$12.8 billion provided over the last three years. This increase will bring the formula to 96 percent of full implementation.

ATTACHMENT(S)

Attachment 1: Overview of the Local Control Funding Formula Evaluation Rubrics and Overview of Proposed Design Elements for the Web-Based User Interface for the Initial Phase of Implementation (3 Pages)

Attachment 2: Proposed Standards for Graduation Rate, Scores on the California Assessment of Student Performance and Progress, Suspension Rates, Progress of English Learners Toward English Proficiency, and College/Career Readiness (6 Pages)

Attachment 3: Proposed Standards for the Local Performance Indicators (6 Pages)

Attachment 4: Proposed Criteria for LEA Eligibility for Technical Assistance and Intensive Intervention under LCFF (4 Pages)

Attachment 5: Draft Timeline for the Integrated, Local, State, and Federal Accountability and Continuous Improvement System, Including Outreach with Stakeholders (10 Pages)

Attachment 6: California *Education Code* Sections 52064.5, 47607.3, 52071, 52071.5, 52072, 52072.5, 52060, 52066, 52064, and 52052 (15 Pages)

Overview of the Local Control Funding Formula Evaluation Rubrics and Overview of Proposed Design Elements for the Web-Based User Interface for the Initial Phase of Implementation

Education Code Section 52064.5 identifies three statutory purposes for the Local Control Funding Formula (LCFF) evaluation rubrics: to support local educational agencies (LEAs) in identifying strengths, weaknesses and areas for improvement; to assist in determining whether LEAs are in need of technical assistance; and to assist the Superintendent of Public Instruction in determining whether LEAs are eligible for more intensive intervention.

The State Board of Education (SBE) took action at the May and July 2016 meetings to approve initial design elements for the evaluation rubrics and to specify elements that will be included in the web-based user interface for the evaluation rubrics.

Key Issues and Recommendation

Evaluation Rubrics Components. The evaluation rubrics include the following components:

- A concise set of state indicators and local performance indicators that reflect performance on the LCFF priorities;
- Performance standards for the state indicators and local performance indicators based on the methodologies approved at the May 2016 SBE meeting and July 2016 SBE meeting, respectively. This information will assist LEAs and schools in identifying their strengths, weaknesses, and areas in need of improvement.
- Criteria for determining LEA eligibility for technical assistance or intervention under the LCFF statutes, based on performance on the state indicators and local performance indicators.
- Statements of model practices, which are qualitative descriptions of research-supported and evidence-based practices related to the indicators, and links to external resources. These optional resources will allow LEAs to access information about research-supported and evidence-based practices related to the indicators that may be helpful to LEAs in their analysis of progress.

Attachments 2 and 3 provide more detail on the state indicators and local performance indicators and recommended performance standards. The content for the statements of model practices and links to external resources will be finalized at a later date.

Staff recommend that the SBE adopt the evaluation rubrics, with the components identified above.

Staff also recommend that the SBE direct California Department of Education (CDE) staff to further develop the content for the statements of model practices and links to external resources so those components can be incorporated into the web-based user interface in the future.

Web-Based User Interface. The web-based user interface will include a series of displays and reports to present the information contained in the evaluation rubrics. Specifically, the web-based user interface will include, at a minimum:

- A top-level summary data display for LEAs and schools that shows performance in all LCFF priority areas and includes an equity report that further identifies the instances where any student group is in the two lowest performance categories for the state indicators (currently Red or Orange);
- A series of standard reports to display the relationship between state and local indicators;
- A component that supports the analysis of local data, including the local performance indicators;
- Statements of model practices, with the content to be finalized at a future date; and
- Links to external resources, with the content to be finalized at a future date.

Additional details on these components of the web-based user interface are included in the accompanying Appendix.

WestEd, on behalf of CDE and SBE staff, presented a webinar for stakeholders on preliminary design features for the web-based user interface on August 26th. The webinar introduced top-level display examples, design elements for the equity report, and expanded report options to present the relationship between state and local indicators. Participants provided feedback using a live poll-question option and submitting written comments. The initial design features were reviewed with members from the policy input stakeholder group and the User Acceptance Testing (UAT) group. This feedback will inform the design of the web-based user interface and will be summarized in a forthcoming information memorandum.

At the September SBE meeting, staff will walk through an example of a top-level display for the web-based user interface and how this display could link to additional information through the equity report. The example will also present design concepts for the standard reports to be included in the evaluation rubrics. Following the SBE's adoption of the evaluation rubrics, staff will complete further development work on the user interface, including consultation with stakeholders and user testing, so the web-based tool will be available for users during the 2016-17 year.

Appendix. Components of the LCFF Evaluation Rubrics Web-Based User Interface

Top-Level Summary Data Display: This display will provide a summary report for use by LEAs, schools, and their stakeholders showing performance relative to the standards established for all LCFF Priorities. It will prominently reflect equity by showing areas where there are significant disparities in performance for any student groups on state indicators. Within the web-based system, this will likely be a main “landing page” for each LEA and school.

Data Analysis Tool: The user interface will allow users to access more detailed data reports that include both state and local indicators.

- State collected data will be prepopulated, if available.
- The tool will also support the upload of local data using standardized file formats. This will allow local upload of data for indicators with standard definitions, but where the data is locally held, as well as inclusion of locally determined indicators that an LEA may add to align with its LCAP goals.
- The local data upload will also support LEAs in measuring their progress on local performance indicators, as explained in greater detail in Attachment 3.

Statements of Model Practices: The user interface will also include the content from the statements of model practices.

- Statements of model practices are qualitative statements describing examples of effective practices and processes for LEAs to consider and compare to existing practices and processes in place. Use of the statements of model practices is optional and may be helpful to LEAs in their analysis of progress.
- The statements of model practice will be organized to correspond to the organization of the indicators in the data analysis tool.

Links to External Resources: The user interface will also include links to existing resources and sources of expert assistance (e.g., CDE digital library, CDE LCFF Resources webpage, Collaboration in Common, the website for the California Collaborative for Educational Excellence, and research-based resources identified by stakeholders).

- These links connect users to more detailed information about implementing specific programs or services that align with the statements of model practices.
- The links would be organized by indicators as optional resources for use by LEAs and will also be accessible to local stakeholders.
- This component of the evaluation rubrics could evolve over time, for example, directing users to a centralized clearinghouse of successful local practices, information about local or regional networks, etc.

Standards for Graduation Rate, Scores on the California Assessment of Student Performance and Progress, Suspension Rates, Progress of English Learners Toward English Proficiency, and College/Career Readiness

At the July 2016 State Board of Education (SBE) meeting, the Board reviewed proposed performance standards for the state indicators based on the approved methodology. That methodology uses equally weighted percentile cut scores for status and change to determine a performance category for each state indicator. These determinations apply to all local educational agencies (LEAs), including charter schools and county offices of education, and to individual school sites and presents performance data disaggregated by student groups.

This performance data will assist LEAs in local improvement efforts, in conjunction with the annual Local Control and Accountability Plan (LCAP) and Annual Update process, by providing clear and transparent information for decision makers and stakeholders. The performance categories will assist county superintendents, the Superintendent of Public Instruction/California Department of Education (CDE) and/or the California Collaborative for Educational Excellence (CCEE) in determining which LEAs and schools are eligible for assistance, support, and more intensive state intervention as provided under the Local Control Funding Formula (LCFF) and the federal Every Student Succeeds Act.

Staff recommend that the SBE take the following action at the September 2016 Board meeting:

- Adopt the performance standards recommended in this Attachment for the four state indicators with data currently available;
- Direct staff to develop a recommendation for the November 2016 SBE meeting on proposed performance standards, based on the approved methodology to establish cut-scores and performance categories, for the academic indicator for student test scores on English Language Arts and Math for grades 3–8, that includes results from the second year of Smarter Balanced tests; and
- Direct CDE staff to complete further development work on the College/Career Indicator, including student course-taking information, and options to measure access to a broad course of study (Priority 7) as a state indicator, for the next phase of the evaluation rubrics.

State Indicators

Based on the SBE's actions at its May and July 2016 meeting, the evaluation rubrics design currently includes the following state indicators, which apply at the LEA and school level:

- an academic indicator based on student test scores on English Language Arts (ELA) and Math for grades 3–8, including a measure of individual student growth, when feasible, and results on the Next Generation Science Standards assessment, when available;

- a college and career indicator, which combines Grade 11 test scores on ELA and Math and other measures of college and career readiness;
- an English learner indicator that measures progress of English learners toward English language proficiency and incorporates data on reclassification rates;
- a high school graduation rate indicator;
- a chronic absence indicator, when available; and
- an indicator for suspension rates by grade span.

Based on data that is currently available, staff recommend that the SBE adopt performance categories for the following state indicators to be included in the initial phase of the LCFF evaluation rubrics:

- Progress of English learners toward English proficiency based on the English learner indicator,
- High school graduation rate,
- College/Career Indicator (CCI), which combines Grade 11 test scores on ELA and mathematics and other measures of college and career readiness.
- Suspension rates by LEA type (elementary, high, and unified), and by school type (elementary, middle, and high).

Additionally, as explained below, staff intend to present a recommendation for the November 2016 SBE meeting proposed performance standards for the academic indicator, based on results from second year of Smarter Balanced Summative Assessment scores.

Proposed Performance Categories for State Indicators

The CDE presented the recommended “Status” and “Change” cut scores for each state indicator, based on currently available data, along with the designated performance categories, to the California Practitioners Advisory Group (CPAG) in June 2016. The CPAG was supportive of the recommended cut scores and the approach to calculating “Status” and “Change.”

As indicated in the August Information Memoranda on the proposed cut scores (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-aug16item02.doc>), additions or adjustments to the indicators and cut scores occurred after the June 2016 CPAG meeting. As a result, the CPAG did not have an opportunity to provide feedback to the additions/changes for three indicators: (1) LEA Suspension Rate, (2) LEA Academic, and (3) College/Career. Changes to these indicators since the June 2016 CPAG meeting are addressed in the summaries below.

Academic Indicator for ELA and Mathematics

At the July 2016 SBE meeting, the SBE approved using the College/Career Indicator (CCI), which includes the grade-eleven assessment results, as a state indicator, and modifying the academic indicator to remove grade-eleven assessment results. CDE

staff removed the grade-eleven assessment results from the LEA Academic Indicator distributions and proposed new cut scores for “Status” and “Change”. (ELA and mathematics cut scores are in Attachment 3 of the August Information Memorandum for Proposed Cut Scores.)

As noted in the August Memorandum, only one year of Smarter Balanced Summative Assessment results were available when the CDE completed the Academic Indicator analyses for grades 3–8. As a result, it was not possible to establish cut points for “Change,” so the CDE set the recommended performance levels based only on the “Status” levels for the 2015 assessment results.

The CDE is currently analyzing the new assessment results, for the second year of Smarter Balanced results released earlier this month. The analysis incorporates the new information and the proposed performance levels based on “Status” for the 2016 assessment results and “Change” from the 2015 assessment results. The CDE will present this updated analysis and proposed performance categories at the November 2016 SBE meeting.

Rather than approving the performance standards for this state indicator based on incomplete data (i.e., without being able to calculate “Change”), staff recommend that the SBE direct the CDE to develop updated performance categories, based on the second year of assessment results for the SBE to consider at the November 2016 SBE meeting.

English Learner Indicator

There are no changes to the ELI “Status” or “Change” cut scores. The CPAG was supportive of the proposed cut scores at their June 2016 meeting. (The ELI cut scores are in Attachment 5 of the August Information Memoranda for Proposed Cut Scores.)

High School Graduation Rate Indicator

There are no changes to the graduation rate “Status” or “Change” cut scores. The CPAG was supportive of the proposed cut scores at their June 2016 meeting. (The graduation rate cut scores are in Attachment 1 of the August Information Memoranda for Proposed Cut Scores.)

College/Career Indicator

At the July 2016 SBE meeting, the SBE directed the CDE to prepare a recommendation for the September 2016 SBE meeting on the technical specifications of the CCI.

To help inform those technical recommendations, CDE staff conducted two statewide Webinars to obtain additional feedback from educational stakeholders on the CCI. The 300 plus participants represented a variety of educational stakeholders and provided

feedback on the placement of each measure across the CCI performance levels through a series of polling questions. The CDE reviewed the polling results with the TDG at the August 3, 2016 meeting. Based on TDG's input, the CDE updated the placement of each measure in the CCI. (The results of the polling questions are in Attachment 2 of the August Information Memoranda on the Overview of the CCI.)

Following the August 3, 2016 TDG meeting, the CDE further modified the proposed CCI performance levels. Due to the absence of robust career data, valid and reliable career criteria for the "Well Prepared" performance level could not be determined. Proceeding with a "Well Prepared" category at this time would result in an over-emphasis on the college measures. The CDE recommends establishing criteria only for three levels within the CCI, with the criteria for the "Well Prepared" performance level to be developed when additional data on career readiness becomes available. The proposed criteria for the CCI is attached as an appendix to this Attachment.

The CDE also recommends changes to some criteria in the CCI to reflect that the Smarter Balanced Summative Assessments for grade 11 are more rigorous than the former enhanced Standardized Testing and Reporting (STAR) program assessments. The simulations used to develop the CCI used the Early Assessment Program (EAP) results were based on the voluntary enhanced Standardized Testing and Reporting (STAR) program through the 2013-14 academic year. Under the former STAR program, students in grade 11 had the option of taking the EAP when they took the grade 11 STAR assessments for ELA and mathematics. Beginning in the spring of 2015, the EAP was determined entirely from the Smarter Balanced Summative Assessment results, which all grade eleven students must take. The proposed changes to the criteria required new distributions and new proposed cut scores. (The CCI cut scores are in Attachment 4 of the August Information Memorandum for Proposed Cut Scores.)

The updated distributions and cut scores were included in the August information memorandum for informational purposes only. As noted in that memorandum, the most current graduation cohort data file available for the data simulations was the 2013-14 cohort. Those students had the option of taking the EAP based on the former STAR program in spring 2013. The data file for the 2014-15 graduating cohort is now available, but those students also had the option of taking the EAP based on the former STAR program in spring 2014. The first graduating cohort to take the Smarter Balanced assessment in grade 11 is the 2015-16 cohort, and that data file will not be available until the 2017 calendar year.

Due to the differences between the former EAP and the Smarter Balanced assessments, both in terms of rigor and because all grade 11 students take the Smarter Balanced assessments, the simulations used to establish the updated distributions and cut scores in the August memorandum do not reflect fully the criteria that will be used to measure performance on the CCI in the future. Those simulations nonetheless provide the most accurate baseline from which to establish performance standards, based on currently available information.

Staff therefore recommend that the SBE approve performance categories for the CCI based on “Status” only using the 2013-14 cohort data file and reconsider the approved performance categories in September 2017 based on the first year of results on the CCI that includes Smarter Balanced assessment results. Staff recommend using “Status” only to establish the performance categories because there will be only one year of CCI data available in fall 2017 that is based on the Smarter Balanced assessments.

The proposed performance category based on “Status” only is summarized in Tables 1 and 2 in Attachment 4 of the August Information Memorandum for Proposed Cut Scores. The status level “very low” corresponds with the Red performance category and the “very high” status level corresponds with the Blue performance category. (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-aug16item02.doc>)

Even though they are not based on the exact criteria in the proposed CCI, these standards will provide a reasonable baseline for LEAs to use as they become familiar with the new measure. Over the next year, LEAs will be able to review local practices, supplemented by local data, and assess how they are likely to perform when the initial state data on the CCI become available in fall 2017. Nonetheless, it will be important to communicate clearly to LEAs, stakeholders and the public the limitations of the currently available data and provide guidance on how the information can be used to inform local planning during the transition to CCI results based on Smarter Balanced results.

Data for the initial cohort of graduates who took the grade 11 Smarter Balanced assessments (the 2015-16 cohort) will be available next year. Staff will be able to analyze that data by fall 2017 to calculate performance as “Status” only with this initial year of data. Based on that data, the SBE can determine next fall whether adjustments to the performance categories are warranted.

Suspension Rate Indicator for Local Educational Agency

The SBE specified that the suspension rate indicator should address differences in suspension rates by grade span (e.g., elementary, middle, and high). The CDE presented the school-level cut scores to the CPAG, but at the time of the June 2016 CPAG meeting, LEA-level cut scores were still being developed.

The CDE presented data simulations based on several methodologies for the LEA suspension rate to the Technical Design Group (TDG) following the July 2016 SBE meeting. Based on input from the TDG, CDE recommends setting suspension cut scores based on separate distributions by LEA type (elementary, high, and unified). Therefore, the suspension rate indicator has six different sets of cut points for “Status” and “Change”: (1) three sets based on LEA type and (2) three sets based on school type, which are unchanged from the June 2016 CPAG meeting. (Suspension rate cut scores are in Attachment 2 of the August Information Memorandum for Proposed Cut Scores.)

Appendix. Proposed College/Career Indicator Model

All students in the four-year graduation cohort minus students who take the California Alternate Assessment.

WELL PREPARED – To Be Determined
The College/Career Indicator (CCI) measures for “Well Prepared” will be determined following further review of potential state and local CCI measures as statewide data becomes available. ¹ California Department of Education staff, with input from education researchers, practitioners, and stakeholders, will evaluate the CCI model through the first phase of the Local Control Funding Formula evaluation rubrics and will propose a revised CCI model for implementation in 2017–18.
PREPARED Does the graduate meet at least 1 measure below?
High School Diploma and any one of the following: A. Career Technical Education (CTE) Pathway Completion plus one of the following criteria: <ul style="list-style-type: none"> - Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on English language arts/literacy (ELA) or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) B. At least a Level 3 “Standard Met” on both ELA and Mathematics on Smarter Balanced Summative Assessments C. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects) D. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams E. Completion of courses that meet the University of California (UC) a-g criteria plus one of the following criteria: <ul style="list-style-type: none"> - CTE Pathway completion - Smarter Balanced Summative Assessments: At least a Level 3 “Standard Met” on ELA or Mathematics and at least a Level 2 “Standard Nearly Met” in the other subject area - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) - Passing score on one AP Exam OR on one IB Exam
APPROACHING PREPARED Does the graduate meet at least 1 measure below?
High School Diploma and any one of the following: A. CTE Pathway completion B. Scored at least Level 2 “Standard Nearly Met” on one or both ELA and Mathematics Smarter Balanced Summative Assessments C. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) D. Completion of courses that meet the UC a-g criteria
NOT PREPARED Student did not meet any measures above, so considered NOT PREPARED

¹Future Local and State CCI Measures

Note: The following measures will be explored as statewide data becomes available:

- Articulated CTE Pathway
- Work Experience/Career Internship
- AP/IB Career Program
- State Seal of Biliteracy
- Golden State Seal Merit Diploma

Further Exploration on the following:

- Course Information
- Industry Certificate
- Additional career related data elements (e.g., Career Pathways Trust and CTE Incentive Grant)
- Pilot career ready assessments (i.e., National Occupational Competency Testing Institute)

8-29-16 [California Department of Education and State Board of Education]

Proposed Standards for the Local Performance Indicators

This Attachment proposes standards for the Local Control Funding Formula (LCFF) priorities that are not addressed by the state indicators (referred to as “local performance indicators” throughout the rest of this Attachment). Staff recommend that the State Board of Education (SBE) approve the proposed local performance indicators as part of its action to adopt the initial phase of the LCFF evaluation rubrics.

Background

As a result of SBE action at its May and July 2016 meetings, the evaluation rubrics design includes: (1) a concise set of state indicators and (2) a methodology for establishing local performance indicators.

Under the approved approach, local performance indicators are based on collecting and reporting locally held information, which is likely to enhance local decision making for the relevant LCFF priority. Local educational agencies (LEAs) will assess their progress on these indicators on a *[Met / Not Met / Not Met for Two or More Years]* scale.

Based on the SBE’s action at its July 2016 meeting, there will be local performance indicators in the initial phase of the evaluation rubrics for the following LCFF priorities:

- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent Engagement (Priority 3)
- School Climate – Local Climate Surveys (Priority 6)
- Coordination of Services for Expelled Students – County Offices of Education (COEs) Only (Priority 9)
- Coordination of Services for Foster Youth – COEs Only (Priority 10)

In addition to the state indicators and local performance indicators, the evaluation rubrics will include other local indicators. As discussed in prior SBE materials, the evaluation rubrics web-based system will include a feature that allows LEA users to upload local data to provide a more complete picture of student performance. The proposed local performance indicators are intended to compliment the other local indicators.

Proposed Local Performance Indicators

This Attachment identifies the proposed standard for each local performance indicator. Staff recommend that the SBE approve the proposed standard for the local performance indicators as part of adopting the initial phase of the evaluation rubrics at its September 2016 meeting.

This Attachment also provides information about how LEAs would use self-assessments and/or local measures to evaluate their progress on the local performance indicators and report that information through the web-based evaluation rubrics system.

The rest of this Attachment is organized by LCFF priority. It identifies, for each LCFF priority with a local performance indicator:

- The proposed standard;
- Information about the evidence that LEAs would use to demonstrate progress in meeting the standard; and
- The criteria for assessing progress based on that evidence.

The Attachment also provides prompts that could be included in a self-assessment instrument and/or local measures that LEAs could use to demonstrate progress on the local performance indicator. Use of the web-based system will support LEAs in demonstrating their progress on these local performance indicators. The web-based setting makes it possible for some functions to be automated, which will reduce the time needed to input the information that LEA users have collected to determine progress on the local performance indicators.

For example, where a self-assessment is included as a way to demonstrate progress on the local performance indicator, the web-based system could include a web form that allows LEA users to complete prompts included in the assessment, with the summary results automatically generated from the web form. Similarly, where LEAs track and report their progress on local measures, the web-based system could include a drop-down menu of possible options from which LEA users could select and then input the relevant data, which would be incorporated into a standard report automatically.

If the SBE approves the proposed standards at its September 2016 meeting, staff will consult with stakeholders to develop specific approaches for supporting LEAs in determining progress on the local performance indicators by including self-assessments and/or a menu of local measures and provide an update at the November 2016 SBE meeting.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

- *Standard:* LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.
- *Evidence:* LEA would use locally available information, including data currently reported through the School Accountability Report Card (SARC), and determine whether it reported the results to its local governing board and through the local data selection option in the evaluation rubrics.
- *Criteria:* LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of measures that could be included within the local data selection option in the evaluation rubrics to support LEAs in reporting progress are:

- Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home.
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies).

The examples above are all data elements that are currently required as part of the SARC. The web-based user interface system for the evaluation rubrics is being developed based on the same data system that supports the California Department of Education’s SARC template. Accordingly, the evaluation rubrics system could auto-populate this data for LEAs that use the SARC template by aggregating the information from all schools within the LEA.

Implementation of State Academic Standards (Priority 2)

- *Standard:* LEA annually measures its progress implementing state academic standards and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.
- *Evidence:* LEA would determine whether it annually measured its progress, which may include use of a self-assessment tool or selection from a menu of local measures that will be included in the evaluation rubrics web-based user interface, and reported the results to its local governing board and through the local data selection option in the evaluation rubrics.
- *Criteria:* LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of prompts that could be included in a self-assessment instrument for this LCFF priority are included below:

- How would you rate the strength of your district's progress in implementing California's new standards in the following areas?
- How would you rate the preparedness of the following district and school staff to implement California's English Language Arts, English language development, mathematics, and science standards?

Parent Engagement (Priority 3)

- *Standard:* LEA annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs, and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.
- *Evidence:* LEA would determine whether it annually measured its progress, which may include use of a self-assessment tool or selection from a menu of local measures that will be included in the evaluation rubrics web-based user interface, and reported the results to its local governing board and through the local data selection option in the evaluation rubrics.
- *Criteria:* LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of measures that could be included in a self-assessment tool or tracked and reported through the local data selection option of the evaluation rubrics include:

- Schools and districts have systems and structures in place to provide parents/caregivers with the interpretation and translation services they need to be full partners and participants.
- Percent of teachers and administrators who have participated in one or more professional development opportunities related to engaging parents/caregivers in decision making.
- Percent of parents/caregivers serving on school/district committees who report feeling that their input is respected and valued and reflected in school/district plans.

School Climate – Local Climate Surveys (Priority 6)

- *Standard:* LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.
- *Evidence:* LEA would determine whether it administered a survey as specified and reported the results to its local governing board and through the local data selection option in the evaluation rubrics.

- *Criteria:* LEA would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of the type of information that LEAs could provide through the local data selection option in the evaluation rubrics include:

- Brief narrative description of key findings, including differences in results among student groups.
- For surveys that provide an overall score, such as the School Climate Index for the California Healthy Kids Survey, report of overall score for all student and student groups.
- Analysis of a subset of specific items on survey that are particularly relevant to student safety and connectedness.

Coordination of Services for Expelled Students – COE Only (Priority 9)

- *Standard:* COE annually measures its progress in coordinating instruction as required by *Education Code* Section 48926 and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.
- *Evidence:* COE would determine whether it annually measured its progress, which may include use of a self-assessment tool or selection from a menu of local measures that will be included in the evaluation rubrics web-based user interface, and reported the results to its local governing board and through the local data selection option in the evaluation rubrics.
- *Criteria:* COE would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of prompts that could be included in a self-assessment instrument for this LCFF priority are included below:

- Assess the status of required plan for providing education services to all expelled pupils in that county, including most recent triennial update and required outcome data.
- Assess extent of coordination on plan development and implementation with each school district within the county.
- Assess progress in identifying: existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.

Coordination of Services for Foster Youth – COE Only (Priority 10)

- *Standard:* COE annually measures its progress in coordinating services for foster youth and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.
- *Evidence:* COE would determine whether it annually measures its progress, which may include use of a self-assessment tool or selection from a menu of local measures that will be included in the evaluation rubrics web-based user

interface, and reported the results to its local governing board and through the local data selection option in the evaluation rubrics.

- *Criteria:* COE would assess its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

Examples of prompts that could be included in a self-assessment instrument for this LCFF priority are included below. The COE would be able to rate its progress on the prompts using a rating scale, e.g., 1 to 5 scale corresponding to different levels of progress or implementation.

Assess the degree of implementation of a coordinated service program components for foster youth in your county?

- Establishing ongoing collaboration and policy development, including establishing formalized information sharing agreements with child welfare, probation, LEAs, the courts, and other organizations to determine the proper educational placement of foster youth.
- Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes.
- Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.

8-29-16 [California Department of Education and State Board of Education]

Proposed Criteria for LEA Eligibility for Technical Assistance and Intensive Intervention under LCFF

The Local Control Funding Formula (LCFF) is the foundation for California's integrated accountability and continuous improvement system. LCFF requires the State Board of Education (SBE) to adopt, by October 1, 2016, evaluation rubrics that include standards for local educational agency (LEA) and school performance and improvement for all of the LCFF priorities and specify a process for identifying LEAs in need of assistance.

An August 2016 information memorandum provided a proposal for how the proposed performance levels on state indicators and local performance indicators will assist in identifying LEAs eligible for differentiated assistance and intensive intervention (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item02.doc>). That proposal is summarized below.

Staff recommend that the SBE approve the proposed approach when it adopts the evaluation rubrics at the September 2016 SBE meeting.

Proposed Approach for Identifying LEAs in Need of Assistance or Intervention under LCFF

Under the LCFF statutes, LEA eligibility for differentiated assistance and intensive intervention is based on student group performance in each LCFF priority area.

Consistent with the LCFF statutes:

- An LEA would be eligible for differentiated assistance if *any student group* met the performance criteria listed below for *two or more* LCFF priorities. *Education Code (EC) 52071(b) & 52071.5(b)*.
- An LEA would be eligible for intensive intervention if *three or more student groups* met the performance criteria listed below for *two or more* LCFF priorities in *three out of four consecutive years*. *EC 52072 & 52072.5*.

As discussed in the August 2016 memorandum, *Red* is the lowest of the five performance categories for state indicators, and *Not Met for or More Two Years* is the lowest rating for local performance indicators.

Proposed Criteria for Determining LEA Eligibility for Differentiated Assistance and Intensive Intervention

Basics (Priority 1)

- *Not Met for Two or More Years* on Local Performance Indicator

Implementation of State Academic Standards (Priority 2)

- *Not Met for Two or More Years* on Local Performance Indicator

Parent Engagement (Priority 3)

- *Not Met for Two or More Years* on Local Performance Indicator

Pupil Achievement (Priority 4)

- *Red* on both English Language Arts and Math tests OR
- *Red* on English Language Arts or Math test AND *Orange* on the other test OR
- *Red* on the English Learner Indicator (English learner student group only)

Pupil Engagement (Priority 5)

- *Red* on Graduation Rate Indicator OR
- *Red* on Chronic Absence Indicator

School Climate (Priority 6)

- *Red* on Suspension Rate Indicator OR
- *Not Met for Two or More Years* on Local Performance Indicator

Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8)

- *Red* on College/Career Indicator

Coordination of Services for Expelled Pupils – COEs Only (Priority 9)

- *Not Met for Two or More Years* on Local Performance Indicator

Coordination of Services for Foster Youth – COEs Only (Priority 10)

- *Not Met for Two or More Years* on Local Performance Indicator

The rest of this Attachment provides additional details on the proposed criteria for each LCFF priority.

Basics (Priority 1), Implementation of State Academic Standards (Priority 2), Parent Engagement (Priority 3), Coordination of Services for Expelled Pupils – COEs Only (Priority 9), and Coordination of Services for Foster Youth – COEs Only (Priority 10). There is a single local performance indicator for each of these LCFF priorities.

Staff recommend that an LEA with the [*Not Met for Two or More Years*] rating on a local performance indicator would be eligible for technical assistance or intervention based on the relevant LCFF priority for any student group that has a valid n-size (e.g., has a valid n-size at the LEA level, as specified in *EC 52052*) at the LEA level.

Pupil Achievement (Priority 4). The indicator for the English Language Arts/Literacy (ELA) and Math assessments and the English Learner Indicator (ELI) address this LCFF priority.

Staff propose analyzing performance on the ELA and Math assessments together. Specifically, staff propose that an LEA would be eligible based on this LCFF priority whenever a student group that is in the *Red* category on one assessment is in the *Orange* or *Red* performance categories on the other assessment.

The English learner student group, however, presents a special case. The English Learner Indicator (ELI), which also addresses Priority 4, applies to English learners, in addition to the indicator for assessments. Staff propose that an LEA would be eligible for technical assistance or intervention based on this LCFF priority for the English learner student group in two situations: (1) the condition described above for performance on ELA and Math assessments and/or (2) being in the *Red* performance category on the ELI.

Pupil Engagement (Priority 5). Graduation rate and chronic absenteeism address this LCFF priority.

Staff propose that an LEA would be eligible for technical assistance or intervention based on this LCFF priority whenever a student group is in the *Red* performance category on *either* graduation rate or chronic absenteeism. Staff propose, however, revisiting this decision when the SBE establishes performance categories after chronic absence data become available in fall 2017. This will ensure that the final determination is informed by data analysis.

School Climate (Priority 6). Suspension rate and the local climate survey standard address this LCFF priority.

Staff propose that an LEA would be eligible for technical assistance or intervention based on this LCFF priority whenever a student group is in the *Red* performance category based on the LEA-level distribution.

Additionally, staff propose that LEAs that report a [*Not Met for Two or More Years*] rating on the local climate survey local performance indicator would also be eligible for technical assistance or intervention based on this LCFF priority.

Access to a Broad Course of Study (Priority 7) and Outcomes in a Broad Course of Study (Priority 8). The College/Career Indicator (CCI) addresses these LCFF priorities for the initial phase of the evaluation rubrics.

Staff propose that an LEA would be eligible for technical assistance or intervention based on these LCFF priorities if a student group is in the *Red* performance category on the CCI. This indicator applies to two LCFF priorities, but staff propose that, for the initial phase of the evaluation rubrics, the CCI would be considered only once for assistance and intervention purposes.

Application of Criteria Based on Current Performance Levels

By statute, the SBE must approve changes to the evaluation rubrics or the template for the Local Control and Accountability Plan and Annual Update by January 31 before the fiscal year during which the template or evaluation rubrics are to be used by a school district, county superintendent of schools, or charter school. Based on this statutory provision, the earliest that technical assistance for LEAs could commence, based on use of the evaluation rubrics, is 2017-18, which is the fiscal year following the SBE's September 2016 adoption of the evaluation rubrics.

As noted in Attachment 2, staff recommend that the SBE approve the performance categories for the academic indicator at the November 2016 SBE meeting. This will allow staff to incorporate the second year of Smarter Balanced Summative Assessment results and recommend proposed performance categories based on a combination of "Status" and "Change," rather relying only on "Status" based on the first year of assessment results.

Staff will present simulations at the November 2016 SBE meeting, reflecting the updated proposed performance categories for the academic indicator, that estimate how many LEAs would be eligible for technical assistance under the proposed criteria (i.e., have one or more student group meet the criteria for two or more LCFF priorities), based on the most current performance data available.

Finally, as noted in the August information memorandum, staff propose that the criteria approved by the SBE specify that, in the initial year that an LEA becomes eligible for technical assistance, technical assistance will involve identification in writing of the LEA's strengths and weaknesses. This would establish a presumption that the more intensive forms of technical assistance authorized by statute (assignment of an outside expert to assist the LEA, including requesting that another LEA within the county partner to support the LEA's improvement, or referral to the California Collaborative for Educational Excellence) would not occur unless an LEA is eligible for technical assistance based on performance of the same student group(s) across the same LCFF priorities in two consecutive years. This approach is consistent with a tiered approach to assistance.

8-29-16 [California Department of Education and State Board of Education]

Draft Timeline for the Integrated, Local, State, and Federal Accountability and Continuous Improvement System, Including Outreach with Stakeholders

At the July 2016 meeting, the Board directed staff to develop a proposed timeline through the end of the 2017 calendar year that addresses the further developmental work after approval of the initial phase of the evaluation rubrics, including, but not limited to: (1) the state and local indicators, (2) standards for the state indicators and/or LCFF priorities, (3) the statements of model practices, and (4) the alignment of elements included in the ESSA state plan with the LCFF evaluation rubrics.

An August Information Memorandum presented a timeline of development and transition activities for state and local indicators with a proposed process for annually reviewing state indicators and introduced a draft timeline that defines the anticipated SBE review and action, in addition to the ongoing developmental work over the next calendar year (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item01.doc>).

At the July 2016 meeting, staff also sought feedback from SBE members on a draft revised Local Control and Accountability Plan (LCAP) and Annual Update template and accompanying instructions (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item03.doc>). Among the feedback that SBE members provided was an expectation to see a clear linkage between the revised LCAP template and the Local Control Funding Formula (LCFF) evaluation rubrics. SBE members also expressed support for requiring a plan summary in the revised template that maximizes accessibility of the LCAP's content for stakeholders and the public.

In response to this feedback, staff prepared an updated draft, including explicit linkages between the LCFF Evaluation Rubrics and the LCAP and Annual Update Template and a robust plan summary, and sought additional stakeholder feedback after the July 2016 SBE meeting. However, opportunities to provide feedback to subsequent revisions of the LCAP template following the July 2016 SBE meeting were limited prior to the deadline for posting the September 2016 SBE meeting agenda. Understanding the importance of making the revised LCAP template as strong as possible, staff concluded that additional time was needed before finalizing a proposed revised LCAP template for the SBE's consideration. Consequently, on August 26, 2016, the SBE was provided with an Information Memorandum (<http://www.cde.ca.gov/be/pn/im/documents/memo-exec-lasso-aug16item01.doc>) that provided an updated timeline for the revised LCAP template to ensure that stakeholders and the public are aware of the opportunities for further input, including when an updated draft with fully developed instructions, will be available for review. The CDE will present a proposed LCAP and Annual Update Template for SBE adoption at the November 2016 SBE meeting.

The draft timeline clarifies the opportunities for stakeholder input on the initial implementation of the LCFF evaluation rubrics, the process to revise the LCAP, and the

proposed schedule for work groups to provide recommendations on school conditions and climate and the English Learner Indicator.

- *California Practitioners Advisory Group (CPAG)*: The CPAG is an advisory committee to the SBE (<http://www.cde.ca.gov/be/cc/cp/>). The CPAG will review and advise the SBE through the implementation of the initial phase of the LCFF evaluation rubrics and the revised LCAP template. The CPAG will also inform the development of the Every Student Succeeds Act (ESSA) State Plan. The next meeting is scheduled for September 29, 2016.
- *User Acceptance Testing (UAT) Group*: In August, the UAT reviewed examples of the draft cut-points and performance categories that informed the technical assistance and support standards. The UAT also provided input on draft top-level data displays and standard reports that will be used to prepopulate the initial phase of the web based version of the LCFF evaluation rubrics. The UAT will review and test the online prototype of the LCFF evaluation rubrics before the system goes live in January 2017.
- *Equity and Policy Stakeholder Input Working Group*: On August 19, 2016, WestEd, on behalf of the SBE and CDE, convened representatives from statewide and community-based organizations to review the design options for the evaluation rubric and approaches to revise the LCAP template to promote interaction with the LCFF evaluation rubrics. WestEd also hosted a webinar for stakeholders to review draft top-level data displays and standard reports that will be used to prepopulate the initial phase of the web based version of the LCFF evaluation rubrics. A session in October 2016 will focus on the proposal to support the measurement of local performance on the state priorities that are not currently addressed in the state indicators (e.g., priorities 1,2,3,6,7,8,9,10).
- *School Conditions and Climate Work Group*: The CDE established a work group in August 2016 to review the existing school climate measurement approaches, tools, resources, and surveys that measure broader aspects of school conditions and climate (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-jun16item02.doc>). This work group consists of approximately eight to ten members with expertise in education measurement and school conditions/climate. One of the objectives of this work group is to provide extensive stakeholder engagement on topics related to school conditions and climate. The School Conditions and Climate work group will present preliminary recommendations to the CDE in January 2017 that will inform the accountability and continuous improvement components that are relevant to the school climate LCFF priority, in addition to the priorities that address the basic conditions of learning, the implementation of state academic standards, the access to broad course of study, course completion, and coordination activities.
- *English Learner Indicator Work Group*: As outlined in a Memorandum to the SBE on June 27, 2016 (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-jun16item02.doc>), the CDE is developing a work group of experts to create a

composite measure for the English Learner Indicator (ELI) that includes English acquisition, reclassification rates, and long-term English learner (LTEL) rates. During the 2016-17 school year, the CDE plans to convene the ELI work group four times beginning in October 2016. The CDE will provide a progress update to the SBE through an information memorandum in December and/or February and provide a presentation of the work at the May 2017 SBE meeting. The ELI work group will be comprised of individuals with English learner (EL) program expertise and EL data expertise. The EL work group will have county and district representatives along with representatives of stakeholder groups. The members will be charged with determining if LTEL data can be incorporated into the current ELI. In addition, the members will make recommendations on the methodology and timeline for incorporating the LTEL data in the new accountability system.

The feedback received from the stakeholder input sessions and work groups will inform the state and local indicators that will be made available in the LCFF evaluation rubrics. The proposed prototype is flexible to support the inclusion of additional indicators or the replacement of indicators over time as additional data become available. The rubrics also support the use of local data, including the indicators that are not included as state indicators at this time. As the definition of what is collected locally and reported to the state becomes more standardized and/or as research emerges to support the use of an indicator that has state level data available, staff will analyze these data to make recommendations for including new indicators within the accountability and continuous improvement system (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item01.doc>).

In recognition that data availability may change over time, and feedback from stakeholders will inform the ongoing development of indicators, the SBE will have an opportunity to review the LCFF evaluation rubrics annually, if necessary, to determine whether to add a state indicator to the existing state indicators and/or to replace an existing state indicator.

As noted in the timeline below, if the SBE determines a review is necessary, staff could present a preliminary analysis of any indicator that may now be a candidate for inclusion as a state indicator at the March SBE meeting. If appropriate, SBE may direct staff to complete a full analysis of the potential indicator and present this analysis for SBE review at the September SBE meeting. The SBE may then determine whether the state indicators need to be revised based on the staff analyses and recommendations.

Staff recommend that the SBE approve the proposed annual process for the SBE to review the evaluation rubrics as reflected in the timeline below, to determine whether newly available data and/or research support the inclusion of a new state or local performance indicator or substituting such an indicator for an existing indicator.

Timeframe	SBE Review and Decision Points	Ongoing Development and Tasks
August 2016	<p>SBE received a series of Information Memorandum on the following topics:</p> <ul style="list-style-type: none"> • draft timeline and proposed annual review of the LCFF indicators, • a framework for technical assistance, • an update on the college/career indicator and proposed cut-point and performance categories for the state indicators, and • an updated timeline to revise the LCAP template. 	<p><i>Early August-Continue receiving feedback on accountability and continuous improvement:</i></p> <ul style="list-style-type: none"> • Conference Calls • Standing Meetings • Policy Input Sessions <p><i>Work Groups:</i></p> <ul style="list-style-type: none"> • CDE convenes the school conditions and climate work group
September 2016	<p><i>LCFF Evaluation Rubrics:</i></p> <p>Initial Phase of the Local Control Funding Formula (LCFF) Evaluation Rubrics for SBE Adoption.</p> <ul style="list-style-type: none"> • Performance categories for CAASPP, English Learner Proficiency, Graduation Rate, Suspension Rate, and College/Career Readiness. • Criteria to determine eligibility for technical assistance based on performance on all LCFF priorities. • Design dimensions for the evaluation rubrics web application that includes, but is not limited to, the top-level data display, equity report, and standard reports. • CDE provides an update on the working groups to explore school conditions and climate and English learner proficiency indicator. <p><i>ESSA State Plan:</i></p> <ul style="list-style-type: none"> • Overview of the law and plan requirements, review of stakeholder feedback 	<p><i>California Practitioners Advisory Group (CPAG) Meeting:</i></p> <ul style="list-style-type: none"> • CPAG provides feedback on draft ESSA State Plan • CPAG reviews plan for future work on state and local indicators (e.g., college /career readiness) • CPAG reviews the plan to revise the LCAP template <p><i>Work Groups:</i></p> <ul style="list-style-type: none"> • CDE convenes the school conditions and climate work group <p>Proposed Information Memorandum on updated draft for revised LCAP template and instructions</p>

Timeframe	SBE Review and Decision Points	Ongoing Development and Tasks
October 2016		<p><i>California Practitioners Advisory Group (CPAG) Meeting:</i></p> <ul style="list-style-type: none"> • CPAG provides feedback on draft ESSA State Plan • CPAG reviews draft standards for the LCFF local performance measures <p><i>Early October-Continue receiving feedback on accountability and continuous improvement:</i></p> <ul style="list-style-type: none"> • Conference Calls • Standing Meetings • Policy Input Sessions <p><i>Work Groups:</i></p> <ul style="list-style-type: none"> • School conditions and climate work group will provide opportunities for stakeholder input • CDE convenes the English Learner Indicator work group <p>Proposed Information Memorandum on local indicators</p>
November 2016	<p><i>LCFF Evaluation Rubrics:</i></p> <p>Update on local indicators to measure state priorities not addressed by the state indicators (e.g., priorities 1,2,3,6,7,8,9,10) and implications for state performance standards based on stakeholder input gathered in October 2016</p>	<p><i>LCFF Evaluation Rubrics:</i></p> <ul style="list-style-type: none"> • California Collaborative for Educational Excellence (CCEE) workshop trainings

Timeframe	SBE Review and Decision Points	Ongoing Development and Tasks
	<p>CDE provides an update on the School Conditions and Climate work group and the English Learner Indicator work group. CDE also provides an update on the Statements of Model Practices.</p> <p><i>LCAP Template:</i></p> <p>Final changes to the LCAP template for SBE adoption.</p> <p><i>ESSA State Plan:</i></p> <p>CDE presents first draft of ESSA State Plan based on stakeholder input, including CPAG comments, for SBE review.</p>	<p><i>ESSA State Plan:</i></p> <ul style="list-style-type: none"> • ESSA State Plan extended public comment period begins November 18 • ESSA State Plan Stakeholder Outreach Phase 2 begins • Webinars • Regional meetings • Survey • Stakeholder engagement toolkit
December 2016		<p><i>California Practitioners Advisory Group (CPAG) Meeting:</i></p> <ul style="list-style-type: none"> • Provides feedback on ESSA State Plan Update • Update on the proposal to review the LCFF evaluation rubrics state and local indicators and statements of model practices <p><i>Work Groups:</i></p> <ul style="list-style-type: none"> • CDE convenes the school conditions and climate work group • School conditions and climate work group will provide opportunities for stakeholder input • CDE convenes the English Learner Indicator work group

Timeframe	SBE Review and Decision Points	Ongoing Development and Tasks
<p>January 2017</p>	<p><i>LCFF Evaluation Rubrics:</i></p> <ul style="list-style-type: none"> CDE presents preliminary recommendations to the SBE for transition plan to support the use of school conditions and climate measures in the accountability and continuous improvement system. <p><i>ESSA State Plan:</i></p> <p>Second Draft ESSA State Plan for SBE Review.</p> <ul style="list-style-type: none"> CDE revises ESSA State Plan based on stakeholder feedback, including the input provided by the CPAG, and presents revised draft to SBE for provisional approval. 	<p><i>ESSA State Plan:</i></p> <p>30 day public comment period closes January 20</p> <p>Stakeholder Outreach Phase 2 ends</p> <p><i>Work Groups:</i></p> <ul style="list-style-type: none"> CDE convenes the English Learner Indicator work group
<p>February 2017</p>		<p><i>Early February-Continue receiving feedback on accountability and continuous improvement:</i></p> <ul style="list-style-type: none"> Conference Calls Standing Meetings Policy Input Sessions <p><i>California Practitioners Advisory Group (CPAG) Meeting</i></p> <ul style="list-style-type: none"> Reviews public comments on ESSA state plan and makes recommendations Advise SBE on annual review of evaluation rubrics state and local indicators <p>Proposed Information Memorandum on the English Learner Indicator</p>

Timeframe	SBE Review and Decision Points	Ongoing Development and Tasks
<p>March 2017</p>	<p><i>LCFF Evaluation Rubrics:</i></p> <p>Annual review of evaluation rubrics, including but not limited to the following:</p> <ul style="list-style-type: none"> • CAASPP performance categories • English Learner Indicator • Suspension Rate and School Climate • Academic Engagement • College/Career Indicator <p><i>Proposed Submission of ESSA State Plan:</i></p> <p>Following SBE approval, submit ESSA State Plan to ED</p> <p>March 6th is the first deadline to submit the ESSA State Plan to ED; ED has up to 120 days to review ESSA State Plan. Note: July 3rd is the second deadline to submit the ESSA State Plan to ED.</p>	<p><i>Work Groups:</i></p> <ul style="list-style-type: none"> • CDE convenes the English Learner Indicator working group
<p>April 2017</p>		<p><i>Early April-Continue receiving feedback on accountability and continuous improvement:</i></p> <ul style="list-style-type: none"> • Conference Calls • Standing Meetings • Policy Input Sessions <p><i>California Practitioners Advisory Group (CPAG) Meeting</i></p> <ul style="list-style-type: none"> • Reviews progress on pilot of state and local indicators, feedback from SBE on annual review • Reviews alignment of ESSA state plan to LCFF evaluation rubrics (e.g., plan alignment activities)

Timeframe	SBE Review and Decision Points	Ongoing Development and Tasks
<p>May 2017</p>	<p><i>LCFF Evaluation Rubrics:</i></p> <p>CDE presents recommendations to the SBE for transition plan to support the use of the English Learner Indicator in the accountability and continuous improvement system.</p>	
<p>June 2017</p>		<p><i>Early June-Continue receiving feedback on accountability and continuous improvement:</i></p> <ul style="list-style-type: none"> • Conference Calls • Standing Meetings • Policy Input Sessions <p><i>California Practitioners Advisory Group (CPAG) Meeting</i></p> <ul style="list-style-type: none"> • Update on state and local indicator pilots and implications for standards and technical assistance
<p>July 2017</p>	<p><i>ESSA State Plan:</i></p> <p>Accepted ESSA State Plan is published. (Note: this is a tentative date based on the submission of the plan in March).</p> <p>New Accountability System begins July 2017.</p> <p>The ESSA State Plan takes effect 2017-18 and implements process to identify schools for assistance.</p>	
<p>August 2017</p>		<p><i>Early August-Continue receiving feedback on accountability and continuous improvement:</i></p> <ul style="list-style-type: none"> • Conference Calls • Standing Meetings • Policy Input Sessions

Timeframe	SBE Review and Decision Points	Ongoing Development and Tasks
		<i>California Practitioners Advisory Group (CPAG) Meeting</i> <ul style="list-style-type: none"> Review proposal to revise evaluation rubrics based on the state and local indicator pilots and SBE annual review at the March SBE meeting
September 2017	<i>LCFF Evaluation Rubrics:</i> Possible action to revise the evaluation rubrics based on the annual review completed in March 2017, any updated data elements and indicators based on stakeholder input.	
2018-19	The new technical assistance, support, and interventions under LCFF and ESSA are implemented.	

Note: Dates and proposed development activities are subject to change. The table will be updated and presented at future SBE meetings.

California Education Code Sections 52064.5, 47607.3, 52071, 52071.5, 52072, 52072.5, 52060, 52066, 52064, and 52052

Please note: the California *Education Code* sections referenced below do not reflect the changes included in the 2016-2017 budget adoption and the enacted revisions to legislation through the recently passed budget bills.

Education Code Section 52064.5.

(a) On or before October 1, 2016, the state board shall adopt evaluation rubrics for all of the following purposes:

(1) To assist a school district, county office of education, or charter school in evaluating its strengths, weaknesses, and areas that require improvement.

(2) To assist a county superintendent of schools in identifying school districts and charter schools in need of technical assistance pursuant to Section 52071 or 47607.3, as applicable, and the specific priorities upon which the technical assistance should be focused.

(3) To assist the Superintendent in identifying school districts for which intervention pursuant to Section 52072 is warranted.

(b) The evaluation rubrics shall reflect a holistic, multidimensional assessment of school district and individual schoolsite performance and shall include all of the state priorities described in subdivision (d) of Section 52060.

(c) As part of the evaluation rubrics, the state board shall adopt standards for school district and individual schoolsite performance and expectations for improvement in regard to each of the state priorities described in subdivision (d) of Section 52060.

Education Code Section 47607.3.

(a) If a charter school fails to improve outcomes for three or more pupil subgroups identified pursuant to Section 52052, or, if the charter school has less than three pupil subgroups, all of the charter school's pupil subgroups, in regard to one or more state or school priority identified in the charter pursuant to subparagraph (A) of paragraph (5) of subdivision (b) of Section 47605 or subparagraph (A) of paragraph (5) of subdivision (b) of Section 47605.6, in three out of four consecutive school years, all of the following shall apply:

(1) Using an evaluation rubric adopted by the state board pursuant to Section 52064.5, the chartering authority shall provide technical assistance to the charter school.

(2) The Superintendent may assign, at the request of the chartering authority and with the approval of the state board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter school pursuant to Section 52074.

(b) A chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance pursuant to subdivision (a) and about which it has made either of the following findings, which shall be submitted to the chartering authority:

(1) That the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence.

(2) That the inadequate performance of the charter school, based upon an evaluation rubric adopted pursuant to Section 52064.5, is either so persistent or so acute as to require revocation of the charter.

(c) The chartering authority shall consider increases in pupil academic achievement for all pupil subgroups served by the charter school as the most important factor in determining whether to revoke the charter.

(d) A chartering authority shall comply with the hearing process described in subdivision (e) of Section 47607 in revoking a charter. A charter school may not appeal a revocation of a charter made pursuant to this section.

Education Code Section 52071.

(a) If a county superintendent of schools does not approve a local control and accountability plan or annual update to the local control and accountability plan approved by a governing board of a school district, or if the governing board of a school district requests technical assistance, the county superintendent of schools shall provide technical assistance, including, among other things, any of the following:

(1) Identification of the school district's strengths and weaknesses in regard to the state priorities described in subdivision (d) of Section 52060, communicated in writing to the school district. This identification shall include a review of effective, evidence-based programs that apply to the school district's goals.

(2) Assignment of an academic expert or team of academic experts to assist the school district in identifying and implementing effective programs that are designed to improve the outcomes for all pupil subgroups identified pursuant to Section 52052. The county superintendent of schools may also solicit another school district within the county to act as a partner to the school district in need of technical assistance.

(3) Request that the Superintendent assign the California Collaborative for Educational Excellence to provide advice and assistance to the school district.

(b) Using an evaluation rubric adopted by the state board pursuant to Section 52064.5, the county superintendent of schools shall provide the technical assistance described in subdivision (a) to any school district that fails to improve pupil achievement across more than one state priority described in subdivision (d) of Section 52060 for one or more pupil subgroup identified pursuant to Section 52052.

(c) Technical assistance provided pursuant to this section at the request of a school district shall be paid for by the school district requesting the assistance.

Education Code Section 52071.5.

(a) If the Superintendent does not approve a local control and accountability plan or annual update to the local control and accountability plan approved by a county board of education, or if the county board of education requests technical assistance, the Superintendent shall provide technical assistance, including, among other things, any of the following:

(1) Identification of the county board of education's strengths and weaknesses in regard to the state priorities described in subdivision (d) of Section 52066, communicated in

writing to the county board of education. This identification shall include a review of effective, evidence-based programs that apply to the board's goals.

(2) Assignment of an academic expert or team of academic experts, or the California Collaborative for Educational Excellence established pursuant to Section 52074, to assist the county board of education in identifying and implementing effective programs that are designed to improve the outcomes for all pupil subgroups identified pursuant to Section 52052. The Superintendent may also solicit another county office of education to act as a partner to the county office of education in need of technical assistance.

(b) Using an evaluation rubric adopted by the state board pursuant to Section 52064.5, the Superintendent shall provide the technical assistance described in subdivision (a) to any county office of education that fails to improve pupil achievement in regard to more than one state priority described in subdivision (d) of Section 52066 for one or more pupil subgroups identified pursuant to Section 52052.

(c) Technical assistance provided pursuant to this section at the request of a county board of education shall be paid for by the county board of education receiving assistance.

Education Code Section 52072.

(a) The Superintendent may, with the approval of the state board, identify school districts in need of intervention.

(b) The Superintendent shall only intervene in a school district that meets both of the following criteria:

(1) The school district did not improve the outcomes for three or more pupil subgroups identified pursuant to Section 52052 or, if the school district has less than three pupil subgroups, all of the school district's pupil subgroups, in regard to more than one state or local priority in three out of four consecutive school years.

(2) The California Collaborative for Educational Excellence has provided advice and assistance to the school district pursuant to Section 52071 and submits either of the following findings to the Superintendent:

(A) That the school district has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence.

(B) That the inadequate performance of the school district, based upon an evaluation rubric adopted pursuant to Section 52064.5, is either so persistent or acute as to require intervention by the Superintendent.

(c) For school districts identified pursuant to subdivision (a), the Superintendent may, with the approval of the state board, do one or more of the following:

(1) Make changes to a local control and accountability plan adopted by the governing board of the school district.

(2) Develop and impose a budget revision, in conjunction with revisions to the local control and accountability plan, that the Superintendent determines would allow the school district to improve the outcomes for all pupil subgroups identified pursuant to Section 52052 in regard to state and local priorities.

(3) Stay or rescind an action, if that action is not required by a local collective bargaining agreement, that would prevent the school district from improving outcomes for all pupil subgroups identified pursuant to Section 52052 in regard to state or local priorities.

(4) Appoint an academic trustee to exercise the powers and authority specified in this section on his or her behalf.

(d) The Superintendent shall notify the county superintendent of schools, the county board of education, the superintendent of the school district, and the governing board of the school district of any action by the state board to direct him or her to exercise any of the powers and authorities specified in this section.

Education Code Section 52072.5.

(a) The Superintendent may, with the approval of the state board, identify county offices of education in need of intervention.

(b) The Superintendent shall only intervene in a county office of education that meets both of the following criteria:

(1) The county office of education did not improve the outcomes for three or more pupil subgroups identified pursuant to Section 52052 or, if the county office of education has less than three pupil subgroups, all of the county office of education's pupil subgroups, in regard to more than one state or local priority in three out of four consecutive school years.

(2) The California Collaborative for Educational Excellence has provided advice and assistance to the county office of education pursuant to Section 52071.5 and submits either of the following findings to the Superintendent:

(A) That the county office of education has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence.

(B) That the inadequate performance of the county office of education, based upon an evaluation rubric adopted pursuant to Section 52064.5, is either so persistent or acute as to require intervention by the Superintendent.

(c) For county offices of education identified pursuant to subdivision (a), the Superintendent may, with the approval of the state board, do one or more of the following:

(1) Make changes to a local control and accountability plan adopted by the county board of education.

(2) Develop and impose a budget revision, in conjunction with revisions to the local control and accountability plan, that the Superintendent determines would allow the county office of education to improve the outcomes for all pupil subgroups identified pursuant to Section 52052 in regard to state and local priorities.

(3) Stay or rescind an action, if that action is not required by a local collective bargaining agreement, that would prevent the county office of education from improving outcomes for all pupil subgroups identified pursuant to Section 52052 in regard to state or local priorities.

(4) Appoint an academic trustee to exercise the powers and authority specified in this section on his or her behalf.

(d) The Superintendent shall notify the county board of education and the county superintendent of schools, in writing, of any action by the state board to direct him or her to exercise any of the powers and authorities specified in this section.

Education Code Section 52060.

(a) On or before July 1, 2014, the governing board of each school district shall adopt a local control and accountability plan using a template adopted by the state board.

(b) A local control and accountability plan adopted by the governing board of a school district shall be effective for a period of three years, and shall be updated on or before July 1 of each year.

(c) A local control and accountability plan adopted by the governing board of a school district shall include, for the school district and each school within the school district, both of the following:

(1) A description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to Section 52052, to be achieved for each of the state priorities identified in subdivision (d) and for any additional local priorities identified by the governing board of the school district. For purposes of this article, a subgroup of pupils identified pursuant to Section 52052 shall be a numerically significant pupil subgroup as specified in paragraphs (2) and (3) of subdivision (a) of Section 52052.

(2) A description of the specific actions the school district will take during each year of the local control and accountability plan to achieve the goals identified in paragraph (1), including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state priorities listed in paragraph (1) of subdivision (d). The specific actions shall not supersede the provisions of existing local collective bargaining agreements within the jurisdiction of the school district.

(d) All of the following are state priorities:

(1) The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair, as defined in subdivision (d) of Section 17002.

(2) Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to former Section 60811.3, as that section read on June 30, 2013, or Section 60811.4, for purposes of gaining academic content knowledge and English language proficiency.

(3) Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite, and including

how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

(4) Pupil achievement, as measured by all of the following, as applicable:

(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.

(B) The Academic Performance Index, as described in Section 52052.

(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.

(E) The English learner reclassification rate.

(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.

(5) Pupil engagement, as measured by all of the following, as applicable:

(A) School attendance rates.

(B) Chronic absenteeism rates.

(C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.

(D) High school dropout rates.

(E) High school graduation rates.

(6) School climate, as measured by all of the following, as applicable:

(A) Pupil suspension rates.

(B) Pupil expulsion rates.

(C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

(7) The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs,

and the programs and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.

(8) Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

(e) For purposes of the descriptions required by subdivision (c), the governing board of a school district may consider qualitative information, including, but not limited to, findings that result from school quality reviews conducted pursuant to subparagraph (J) of paragraph (4) of subdivision (a) of Section 52052 or any other reviews.

(f) To the extent practicable, data reported in a local control and accountability plan shall be reported in a manner consistent with how information is reported on a school accountability report card.

(g) The governing board of a school district shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan.

(h) A school district may identify local priorities, goals in regard to the local priorities, and the method for measuring the school district's progress toward achieving those goals.

Education Code Section 52066.

(a) On or before July 1, 2014, each county superintendent of schools shall develop, and present to the county board of education for adoption, a local control and accountability plan using a template adopted by the state board.

(b) A local control and accountability plan adopted by a county board of education shall be effective for a period of three years, and shall be updated on or before July 1 of each year.

(c) A local control and accountability plan adopted by a county board of education shall include, for each school or program operated by the county superintendent of schools, both of the following:

(1) A description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to Section 52052, to be achieved for each of the state priorities identified in subdivision (d), as applicable to the pupils served, and for any additional local priorities identified by the county board of education.

(2) A description of the specific actions the county superintendent of schools will take during each year of the local control and accountability plan to achieve the goals identified in paragraph (1), including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state priorities listed in paragraph (1) of subdivision (d). The specific actions shall not supersede the provisions of existing local collective bargaining agreements within the jurisdiction of the county superintendent of schools.

(d) All of the following are state priorities:

(1) The degree to which the teachers in the schools or programs operated by the county superintendent of schools are appropriately assigned in accordance with Section 44258.9 and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the schools or programs operated by the county superintendent of schools has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair as specified in subdivision (d) of Section 17002.

(2) Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency.

(3) Parental involvement, including efforts the county superintendent of schools makes to seek parent input in making decisions for each individual schoolsite and program operated by a county superintendent of schools, and including how the county superintendent of schools will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

(4) Pupil achievement, as measured by all of the following, as applicable:

(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.

(B) The Academic Performance Index, as described in Section 52052.

(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.

(E) The English learner reclassification rate.

(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.

(5) Pupil engagement, as measured by all of the following, as applicable:

(A) School attendance rates.

(B) Chronic absenteeism rates.

(C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.

(D) High school dropout rates.

(E) High school graduation rates.

(6) School climate, as measured by all of the following, as applicable:

(A) Pupil suspension rates.

(B) Pupil expulsion rates.

(C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

(7) The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.

(8) Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

(9) How the county superintendent of schools will coordinate instruction of expelled pupils pursuant to Section 48926.

(10) How the county superintendent of schools will coordinate services for foster children, including, but not limited to, all of the following:

(A) Working with the county child welfare agency to minimize changes in school placement.

(B) Providing education-related information to the county child welfare agency to assist the county child welfare agency in the delivery of services to foster children, including, but not limited to, educational status and progress information that is required to be included in court reports.

(C) Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services.

(D) Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

(e) For purposes of the descriptions required by subdivision (c), a county board of education may consider qualitative information, including, but not limited to, findings that result from school quality reviews conducted pursuant to subparagraph (J) of paragraph (4) of subdivision (a) of Section 52052 or any other reviews.

(f) To the extent practicable, data reported in a local control and accountability plan shall be reported in a manner consistent with how information is reported on a school accountability report card.

(g) The county superintendent of schools shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the county office of education, parents, and pupils in developing a local control and accountability plan.

(h) A county board of education may identify local priorities, goals in regard to the local priorities, and the method for measuring the county office of education's progress toward achieving those goals.

Education Code Section 52064.

(a) On or before March 31, 2014, the state board shall adopt templates for the following purposes:

(1) For use by school districts to meet the requirements of Sections 52060 to 52063, inclusive.

(2) For use by county superintendents of schools to meet the requirements of Sections 52066 to 52069, inclusive.

(3) For use by charter schools to meet the requirements of Section 47606.5.

(b) The templates developed by the state board shall allow a school district, county superintendent of schools, or charter school to complete a single local control and accountability plan to meet the requirements of this article and the requirements of the federal No Child Left Behind Act of 2001 related to local educational agency plans pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110. The state board shall also take steps to minimize duplication of effort at the local level to the greatest extent possible. The template shall include guidance for school districts, county superintendents of schools, and charter schools to report both of the following:

(1) A listing and description of expenditures for the 2014–15 fiscal year, and each fiscal year thereafter, implementing the specific actions included in the local control and accountability plan.

(2) A listing and description of expenditures for the 2014–15 fiscal year, and each fiscal year thereafter, that will serve the pupils to whom one or more of the definitions in Section 42238.01 apply and pupils redesignated as fluent English proficient.

(c) If possible, the templates identified in paragraph (2) of subdivision (a) for use by county superintendents of schools shall allow a county superintendent of schools to develop a single local control and accountability plan that would also satisfy the requirements of Section 48926.

(d) The state board shall adopt the template pursuant to the requirements of the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code). The state board may adopt emergency regulations for purposes of implementing this section. The adoption of emergency regulations shall be deemed an emergency and necessary for the immediate preservation of the public peace, health, safety, or general welfare.

(e) Notwithstanding subdivision (d), the state board may adopt the template in accordance with the requirements of the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code). When adopting the template pursuant to the requirements of the

Bagley-Keene Open Meeting Act, the state board shall present the template at a regular meeting and may only take action to adopt the template at a subsequent regular meeting. This subdivision shall become inoperative on January 31, 2018.

(f) Revisions to a template or evaluation rubric shall be approved by the state board by January 31 before the fiscal year during which the template or evaluation rubric is to be used by a school district, county superintendent of schools, or charter school.

(g) The adoption of a template or evaluation rubric by the state board shall not create a requirement for a governing board of a school district, a county board of education, or a governing body of a charter school to submit a local control and accountability plan to the state board, unless otherwise required by federal law. The Superintendent shall not require a local control and accountability plan to be submitted by a governing board of a school district or the governing body of a charter school to the state board. The state board may adopt a template or evaluation rubric that would authorize a school district or a charter school to submit to the state board only the sections of the local control and accountability plan required by federal law.

Education Code Section 52052.

(a) (1) The Superintendent, with the approval of the state board, shall develop an Academic Performance Index (API), to measure the performance of schools and school districts, especially the academic performance of pupils.

(2) A school or school district shall demonstrate comparable improvement in academic achievement as measured by the API by all numerically significant pupil subgroups at the school or school district, including:

- (A) Ethnic subgroups.
- (B) Socioeconomically disadvantaged pupils.
- (C) English learners.
- (D) Pupils with disabilities.
- (E) Foster youth.
- (F) Homeless youth.

(3) (A) For purposes of this section, a numerically significant pupil subgroup is one that consists of at least 30 pupils, each of whom has a valid test score.

(B) Notwithstanding subparagraph (A), for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

(C) For a school or school district with an API score that is based on no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant pupil subgroups shall be defined by the Superintendent, with approval by the state board.

(4) (A) The API shall consist of a variety of indicators currently reported to the department, including, but not limited to, the results of the achievement test administered pursuant to Section 60640, attendance rates for pupils in elementary

schools, middle schools, and secondary schools, and the graduation rates for pupils in secondary schools.

(B) The Superintendent, with the approval of the state board, may also incorporate into the API the rates at which pupils successfully promote from one grade to the next in middle school and high school, and successfully matriculate from middle school to high school.

(C) Graduation rates for pupils in secondary schools shall be calculated for the API as follows:

(i) Four-year graduation rates shall be calculated by taking the number of pupils who graduated on time for the current school year, which is considered to be three school years after the pupils entered grade 9 for the first time, and dividing that number by the total calculated in clause (ii).

(ii) The number of pupils entering grade 9 for the first time in the school year three school years before the current school year, plus the number of pupils who transferred into the class graduating at the end of the current school year between the school year that was three school years before the current school year and the date of graduation, less the number of pupils who transferred out of the school between the school year that was three school years before the current school year and the date of graduation who were members of the class that is graduating at the end of the current school year.

(iii) Five-year graduation rates shall be calculated by taking the number of pupils who graduated on time for the current school year, which is considered to be four school years after the pupils entered grade 9 for the first time, and dividing that number by the total calculated in clause (iv).

(iv) The number of pupils entering grade 9 for the first time in the school year four years before the current school year, plus the number of pupils who transferred into the class graduating at the end of the current school year between the school year that was four school years before the current school year and the date of graduation, less the number of pupils who transferred out of the school between the school year that was four years before the current school year and the date of graduation who were members of the class that is graduating at the end of the current school year.

(v) Six-year graduation rates shall be calculated by taking the number of pupils who graduated on time for the current school year, which is considered to be five school years after the pupils entered grade 9 for the first time, and dividing that number by the total calculated in clause (vi).

(vi) The number of pupils entering grade 9 for the first time in the school year five years before the current school year, plus the number of pupils who transferred into the class graduating at the end of the current school year between the school year that was five school years before the current school year and the date of graduation, less the number of pupils who transferred out of the school between the school year that was five years before the current school year and the date of graduation who were members of the class that is graduating at the end of the current school year.

(D) The inclusion of five- and six-year graduation rates for pupils in secondary schools shall meet the following requirements:

(i) Schools and school districts shall be granted one-half the credit in their API scores for graduating pupils in five years that they are granted for graduating pupils in four years.

(ii) Schools and school districts shall be granted one-quarter the credit in their API scores for graduating pupils in six years that they are granted for graduating pupils in four years.

(iii) Notwithstanding clauses (i) and (ii), schools and school districts shall be granted full credit in their API scores for graduating in five or six years a pupil with disabilities who graduates in accordance with his or her individualized education program.

(E) The pupil data collected for the API that comes from the achievement test administered pursuant to Section 60640 and the high school exit examination administered pursuant to Section 60851, when fully implemented, shall be disaggregated by special education status, English learners, socioeconomic status, gender, and ethnic group. Only the test scores of pupils who were counted as part of the enrollment in the annual data collection of the California Basic Educational Data System for the current fiscal year and who were continuously enrolled during that year may be included in the test result reports in the API score of the school.

(F) (i) Commencing with the baseline API calculation in 2016, and for each year thereafter, results of the achievement test and other tests specified in subdivision (b) shall constitute no more than 60 percent of the value of the index for secondary schools.

(ii) In addition to the elements required by this paragraph, the Superintendent, with the approval of the state board, may incorporate into the index for secondary schools valid, reliable, and stable measures of pupil preparedness for postsecondary education and career.

(G) Results of the achievement test and other tests specified in subdivision (b) shall constitute at least 60 percent of the value of the index for primary schools and middle schools.

(H) It is the intent of the Legislature that the state's system of public school accountability be more closely aligned with both the public's expectations for public education and the workforce needs of the state's economy. It is therefore necessary that the accountability system evolve beyond its narrow focus on pupil test scores to encompass other valuable information about school performance, including, but not limited to, pupil preparedness for college and career, as well as the high school graduation rates already required by law.

(I) The Superintendent shall annually determine the accuracy of the graduation rate data. Notwithstanding any other law, graduation rates for pupils in dropout recovery high schools shall not be included in the API. For purposes of this subparagraph, "dropout recovery high school" means a high school in which 50 percent or more of its pupils have been designated as dropouts pursuant to the exit/withdrawal codes developed by the department or left a school and were not otherwise enrolled in a school for a period of at least 180 days.

(J) To complement the API, the Superintendent, with the approval of the state board, may develop and implement a program of school quality review that features locally

convened panels to visit schools, observe teachers, interview pupils, and examine pupil work, if an appropriation for this purpose is made in the annual Budget Act.

(K) The Superintendent shall annually provide to local educational agencies and the public a transparent and understandable explanation of the individual components of the API and their relative values within the API.

(L) An additional element chosen by the Superintendent and the state board for inclusion in the API pursuant to this paragraph shall not be incorporated into the API until at least one full school year after the state board's decision to include the element into the API.

(b) Pupil scores from the following tests, when available and when found to be valid and reliable for this purpose, shall be incorporated into the API:

(1) The standards-based achievement tests provided for in Section 60642.5.

(2) The high school exit examination.

(c) Based on the API, the Superintendent shall develop, and the state board shall adopt, expected annual percentage growth targets for all schools based on their API baseline score from the previous year. Schools are expected to meet these growth targets through effective allocation of available resources. For schools below the statewide API performance target adopted by the state board pursuant to subdivision (d), the minimum annual percentage growth target shall be 5 percent of the difference between the actual API score of a school and the statewide API performance target, or one API point, whichever is greater. Schools at or above the statewide API performance target shall have, as their growth target, maintenance of their API score above the statewide API performance target. However, the state board may set differential growth targets based on grade level of instruction and may set higher growth targets for the lowest performing schools because they have the greatest room for improvement. To meet its growth target, a school shall demonstrate that the annual growth in its API is equal to or more than its schoolwide annual percentage growth target and that all numerically significant pupil subgroups, as defined in subdivision (a), are making comparable improvement.

(d) Upon adoption of state performance standards by the state board, the Superintendent shall recommend, and the state board shall adopt, a statewide API performance target that includes consideration of performance standards and represents the proficiency level required to meet the state performance target.

(e) (1) A school or school district with 11 to 99 pupils with valid test scores shall receive an API score with an asterisk that indicates less statistical certainty than API scores based on 100 or more test scores.

(2) A school or school district annually shall receive an API score, unless the Superintendent determines that an API score would be an invalid measure of the performance of the school or school district for one or more of the following reasons:

(A) Irregularities in testing procedures occurred.

(B) The data used to calculate the API score of the school or school district are not representative of the pupil population at the school or school district.

(C) Significant demographic changes in the pupil population render year-to-year comparisons of pupil performance invalid.

(D) The department discovers or receives information indicating that the integrity of the API score has been compromised.

(E) Insufficient pupil participation in the assessments included in the API.

(F) A transition to new standards-based assessments compromises comparability of results across schools or school districts. The Superintendent may use the authority in this subparagraph in the 2013–14, 2014–15, and 2015-16 school years only, with the approval of the state board.

(3) If a school or school district has fewer than 100 pupils with valid test scores, the calculation of the API or adequate yearly progress pursuant to the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and federal regulations may be calculated over more than one annual administration of the tests administered pursuant to Section 60640 and the high school exit examination administered pursuant to Section 60851, consistent with regulations adopted by the state board.

(4) Any school or school district that does not receive an API calculated pursuant to subparagraph (F) of paragraph (2) shall not receive an API growth target pursuant to subdivision (c). Schools and school districts that do not have an API calculated pursuant to subparagraph (F) of paragraph (2) shall use one of the following:

(A) The most recent API calculation.

(B) An average of the three most recent annual API calculations.

(C) Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant subgroups.

(f) Only schools with 100 or more test scores contributing to the API may be included in the API rankings.

(g) The Superintendent, with the approval of the state board, shall develop an alternative accountability system for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, nonpublic, nonsectarian schools pursuant to Section 56366, and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools. Schools in the alternative accountability system may receive an API score, but shall not be included in the API rankings.

(h) For purposes of this section, county offices of education shall be considered school districts.

(i) For purposes of this section, “homeless youth” has the same meaning as in Section 11434a(2) of Title 42 of the United States Code.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

SUBJECT	
Update on the Development of the California State Plan for the Every Student Succeeds Act.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

The Every Student Succeeds Act (ESSA) was signed into law by President Barack Obama on December 10, 2015, and goes into full effect in the 2017–18 school year. The ESSA reauthorizes the Elementary and Secondary Education Act (ESEA), the nation’s federal education law, and replaces the No Child Left Behind Act (NCLB).

As part of California’s transition to ESSA, California must submit an ESSA State Plan to the U.S. Department of Education (ED) in 2017. The State Plan will describe the State’s implementation of standards, assessments, accountability, and assistance programs. This agenda item provides an overview of the ESSA, ESSA Consolidated State Plan requirements, and an update to inform the State Board of Education (SBE) and the public regarding the development of the ESSA Consolidated State Plan.

RECOMMENDATION

The CDE recommends that the SBE take action as deemed necessary and appropriate.

BRIEF HISTORY OF KEY ISSUES

ESSA maintains the original purpose of ESEA: equal opportunity for all students. Departing from the NCLB reauthorization, ESSA grants much more authority to states, provides new opportunities to enhance school leadership, provides more support for early education, and renews a focus on well-rounded educational opportunity and safe and healthy schools. Under ESSA, states may submit a Consolidated State Plan to apply for several ESSA programs. Consolidated State Plan requirements are defined in proposed regulations, and they are designed and organized for states to consider school improvement and support strategies across ESSA programs, allowing for a more holistic system of support. An overview of ESSA programs, indicating which of the programs will be included in the Consolidated State Plan, is provided in Attachment 1.

ESSA State Plans may be submitted to the ED on March 6, 2017, or July 3, 2017.

Proposed regulations for the submission of state plans and accountability and a template for submitting Consolidated State Plans are likely to be finalized by the end of the year. However, there are many decisions the state education agency (SEA) can make prior to the regulations being finalized that are based on the statute. Many decisions related to standards and assessments, accountability, and supporting educator excellence have already been made via the State's ongoing efforts to continuously improve California's education system. An overview of ESSA Consolidated State Plan requirements, indicating decision points, the status of various decisions, and areas where final regulations will be needed to address plan requirements, is provided in Attachment 2.

The ESSA provides California with a number of opportunities to build upon the State's new directions in accountability and continuous improvement. California intends to align state and federal education policies to the greatest extent possible. Through implementation of the Local Control Funding Formula (LCFF), California has made significant investments in the K–12 education system. ESSA funds are supplemental. That is, they are intended to improve outcomes for disadvantaged students, in addition to, not in place of, state investments. California has the opportunity to thoughtfully dedicate federal resources to support outcomes that align to the state priorities. Attachment 3 provides the SBE with context regarding appropriate uses of ESSA funds at the state and local levels.

States are required to consult with diverse stakeholders at multiple points during the design, development, and implementation of their ESSA State Plans. The SBE and CDE are committed to ensuring a transparent transition to the new law and developing an ESSA State Plan that is informed by the voices of diverse Californians. The first phase of ESSA stakeholder engagement addressed three distinct goals: ensure stakeholders have timely access to important information about ESSA, gather and respond to questions regarding ESSA, and gather input from stakeholders about what they would like to see in the state plan and the best ways for the State to sustain their engagement in the plan development process. Phase I outreach activities included webinars, a series of regional meetings held in partnership with California county offices of education, and a survey. Results of the outreach have been analyzed and summarized by the California Comprehensive Center in the Phase I Stakeholder Outreach Summary Report, which was provided as an August information memorandum available at <http://www.cde.ca.gov/be/pn/im/documents/memo-exec-essa-aug16item02.doc>. In addition, a summary of outreach and consultation activities conducted by CDE staff in July and August 2016 is provided in Attachment 4.

Attachment 5 contains ESSA sections referencing specific program information regarding appropriate uses of funds and the development, submission, and approval of local educational agency plans.

The most current information regarding California's transition to the ESSA is available on the CDE ESSA Web page at <http://www.cde.ca.gov/essa>. Interested stakeholders are encouraged to join the CDE ESSA listserv to receive notifications when new information becomes available by sending a blank e-mail message to join-essa@mlist.cde.ca.gov. Questions regarding ESSA in California may be sent to ESSA@cde.ca.gov.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

July 2016: CDE staff presented to the SBE an update on the development of the ESSA State Plan including opportunities in the ESSA to support California's accountability and continuous improvement system, an update on proposed ESSA regulations, and a description of stakeholder outreach and communications activities. SBE members approved CDE staff recommendations to authorize the SBE President to submit joint letters with the State Superintendent of Public Instruction in response to ESSA regulations for accountability, data reporting, submission of state plans, and assessments. Additionally, CDE and SBE staff presented to the SBE an update regarding the development of a new accountability and continuous improvement system, which led to the SBE approval of a measure of college and career readiness, a methodology for establishing standards for state priorities, inclusion of a standard for use of local climate surveys, an Equity Report within the top-level summary data display, and the development of a timeline through the 2017 calendar year addressing upcoming developmental work.

May 2016: CDE staff presented to the SBE an update on the development of the ESSA State Plan including Title I State Plan requirements described in the ESSA, outreach and consultation with stakeholders, and a draft State Plan development timeline. CDE and SBE staff presented to the SBE an update regarding the development of a new accountability and continuous improvement system, which led to the SBE approval of specific design elements of the LCFF evaluation rubrics and direction to staff to prepare recommendations and updates concerning standards for the LCFF priority areas and feasibility of incorporating additional indicators. The SBE also approved the ESSA 2016–17 School Year Transition Plan and two federal ESSA waiver requests to address double testing in science and Speaking and Listening assessment requirements. The SBE also heard a presentation of the Final Report from the State Superintendent of Public Instruction's Advisory Accountability and Continuous Improvement Task Force.

March 2016: CDE and SBE staff presented to the SBE an update regarding development of a new accountability system including information regarding the Local Control and Accountability Plan and annual update template, evaluation rubrics, the ESSA State Plan, and the revised timeline for transitioning to a new accountability and continuous improvement system. The SBE approved appointments to the California Practitioners Advisory Group.

January 2016: CDE staff presented to the SBE an update on issues related to California's implementation of the ESEA, including information regarding ESSA, and the implications for state accountability and state plans.

FISCAL ANALYSIS (AS APPROPRIATE)

California's total K–12 funding as of the 2016–17 California Budget Act is \$88.3 billion:

State	\$52.9 billion
Local	27.4 billion
Federal	<u>8.0 billion</u>
Total	\$ 88.3 billion

This includes K–12 revenues from all sources. ESSA funds are only a portion of the total federal funding amount. The ESSA will be implemented in 2017–18. No fiscal changes are projected for the 2016–17 school year. The new law will become effective for non-competitive formula grants in the 2017–18 school year.

The following fiscal information relates specifically to the programs included in the ESSA Consolidated State Plan. State allocations for fiscal years 2016 and 2017 are preliminary estimates based on currently available data. Allocations based on new data may result in significant changes from these preliminary estimates. The 2016–17 amounts provided below are based on actual grant awards, but are also subject to change.

The 2017–18 amounts provided below are based on ED's State Tables which are based on the President's Proposed Budget.

For Title I, minor changes to the amount of Title I funds that flow through each of the four parts will be made, but the state grant formula overall is unchanged.

Title I, Part A: Improving Basic Programs Operated By State and Local Educational Agencies: California currently receives approximately \$1.767 billion. The CDE anticipates that California will receive \$1.803 billion in Title I, Part A funds in 2017–18.

Title I, Part B: State Assessment Grants: California currently receives approximately \$28 million from ESEA Title VI, State Assessments program. The CDE anticipates that California will receive \$26.4 million in ESSA, Title I, Part B funds in 2017–18.

Title I, Part C: Education of Migratory Children: California currently receives approximately \$128.7 million. The CDE anticipates that California will receive \$116.2 million in Title I, Part C funds in 2017–18.

Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk: California currently receives approximately \$1.7 million. The CDE anticipates that California will receive \$1.2 million in Title I, Part D funds in 2017–18.

Title II, Part A: Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders: The state grant formula will be adjusted, gradually eliminating the hold harmless provision by 2023 and increasing the poverty factor and decreasing the population factor from the current 65/35 ratio to 80/20 in 2020.

According to a November report by the Congressional Research Service, California's Title II, Part A funding is projected to increase by more than \$25 million by 2023 as a result of these changes. California currently receives approximately \$249.3 million. The CDE anticipates that California will receive \$252 million in Title II, Part A funds in 2017–18.

Title III: Language Instruction for English Learners and Immigrant Students: The state grant formula for Title III remains unchanged. California currently receives approximately \$150 million. The CDE anticipates that California will receive \$167.6 million in Title III funds in 2017–18.

Title IV, Part A: Student Support and Academic Enrichment Grants: California does not currently receive Title IV, Part A funding. The CDE anticipates that California will receive \$58 million in Title IV, Part A funds based on the President's Proposed Budget.

Title IV, Part B: 21st Century Community Learning Centers: California currently receives approximately \$132.7 million. The CDE anticipates that California will receive \$113.7 million in Title IV, Part B funds in 2017–18.

Title V, Rural Education Initiative: California currently receives approximately \$1.5 million from Title VI, Part B, Subpart 1 of ESEA. The CDE anticipates that California will receive \$3.5 million in 2017–18.

Title IX, Part A: Education for Homeless Children and Youths: California currently receives approximately \$8.2 million. The CDE anticipates that California will receive \$10 million in 2017–18.

ATTACHMENT(S)

- Attachment 1: Overview of Every Student Succeeds Act Programs (3 Pages)
- Attachment 2: ESSA Consolidated State Plan Requirements and Decision Points (30 Pages)
- Attachment 3: ESSA State Plan: Information to Support Decision-Making Regarding Use of Federal Funds (13 Pages)
- Attachment 4: ESSA State Plan: Communications, Outreach, and Consultation with Stakeholders: July–August 2016 (2 Pages)
- Attachment 5: ESSA Sections Related to LEA Plans and State and Local Uses of Funds as Codified in U.S. Code (38 Pages)

Overview of Every Student Succeeds Act Programs

This document provides an overview of programs included in the Every Student Succeed Act. Programs included in the Consolidated State Plan are noted with an asterisk (*).

Title Program	Purpose	Funds Available to SEA **
Title I, Part A*	Improving Basic Programs Operated By State and Local Educational Agencies	Estimated 2017–18 funding: \$1.803 billion <ul style="list-style-type: none"> • 99% to LEAs= \$1,784,970,000 • 1% for state administration= \$18,030,000
Title I, Part B*	State Assessment Grants	Estimated 2017–18 funding: \$26.4 million
Title I, Part C*	Education of Migratory Children	Estimated 2017–18 funding: \$116.2 million
Title I, Part D*	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	Estimated 2017–18 funding: \$1.2 million
Title II, Part A*	Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders	Estimated 2017–18 funding: \$252 million <ul style="list-style-type: none"> • 5% for administrative and state-level activities= \$12,600,000 • 95% to LEAs= \$239,400,000
Title II, Part B	National Activities: Variety of competitive grant opportunities including: <ul style="list-style-type: none"> • Literacy Education for All, Results for the Nation • Teacher and School Leader Incentive program (Formerly the Teacher Incentive Fund) • School Leader Recruitment and Support • STEM Master Teacher Corps 	National authorized appropriation for 2017–18: \$468,880,575
Title III*	Language Instruction for English Learners and Immigrant Students	Estimated 2017–18 funding: \$ 167.6 million

Title Program	Purpose	Funds Available to SEA **
Title IV, Part A*	Student Support and Academic Enrichment Grants	Estimated 2017–18 funding: \$58 million <ul style="list-style-type: none"> • 95% to LEAs= \$55,100,000 • 5% for administrative and state-level activities= \$2,900,000
Title IV, Part B*	21 st Century Community Learning Centers	Estimated 2017–18 funding: \$113.7 million
Title IV, Part C	Expanding Opportunity Through Quality Charter Schools	Information not yet available. The CDE anticipates that California will apply for funds in 2017–18.
Title IV, Part D	Magnet Schools Assistance	SEA not eligible for funding
Title IV, Part E	Family Engagement in Education Programs	SEA not eligible for funding
Title IV, Part F	National Activities <ul style="list-style-type: none"> • Education innovation and research • Community support for school success • Promise neighborhoods and community schools • National activities for school safety • Academic enrichment 	SEA not eligible for funding
Title V*	Rural Education Initiative	Estimated 2017–18 funding: \$3.5 million
Title VI	Indian, Native Hawaiian, and Alaska Native Education	SEA not eligible for funding
Title VII	Impact Aid	SEA not eligible for funding
Title VIII	General Provisions and Definitions	SEA not eligible for funding
Title IX, Part A* (Title VII, Subpart B of the McKinney Vento-Homeless Assistance Act)	Education for Homeless Children and Youth	Estimated 2017–18 funding: \$10 million

Title Program	Purpose	Funds Available to SEA **
Title IX, Part B, Section 9212	Preschool Development Grants	National authorized appropriation for 2017–18: \$250,000,000

** State allocations are preliminary estimates based on currently available data. Allocations based on new data may result in significant changes from these preliminary estimates. The estimated amount of funds that may be used for state-level administration in Titles IA, IIA, III, and IV A is provided for planning purposes. However, the state education agency (SEA) may use a portion of funds for administrative purposes across programs.

ESSA Consolidated State Plan Requirements and Decision Points

Proposed regulations for the submission of the Every Student Succeeds Act (ESSA) Consolidated State Plans, including the template for the plan, are likely to be finalized and approved by ED by the end of the calendar year. However, there are many decisions the SEA can make prior to the regulation becoming final that are based on the statute. Many decisions related to standards and assessments, accountability, and supporting educator excellence have already been made via the State’s ongoing efforts to continuously improve California’s education system. An overview of ESSA Consolidated State Plan requirements, indicating decision points, the status of various decisions, and areas where final regulations will be needed to address plan requirements, is provided below.

- Rows indicated with the status of “Decided,” also shaded in green, represent decisions that have already been made.
- Rows indicated with the status of “In process,” also shaded in yellow, represent decisions that are in process.
- Rows indicated with the status of “Not yet decided,” also shaded in orange, represent decisions that still need to be made to address plan requirements.
- Rows indicated with the status “Decision pending final regulations,” also shaded in red, represent decisions that will be made, or potentially reconsidered, pending final regulations.

State Plan Requirements	What this Means for California
Long Term Goals and Measurements of Interim Progress	
<p>Describe ambitious long term goals and measurements of interim progress for all students and separately for each subgroup of students, how the state education agency (SEA) established these, including State-determined timeline for attaining such goals for:</p> <ul style="list-style-type: none"> • Academic Achievement • Graduation Rates • English Language Proficiency <p>Measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving.</p>	<p>Status: In process</p> <ul style="list-style-type: none"> • What are California’s long term goals for academic achievement, graduation rates, and English language proficiency? • When do we want to achieve those goals? • What measurements of interim progress will California set for all students and each subgroup of students?

State Plan Requirements	What this Means for California
Consultation and Coordination	
<p>Timely and meaningful consultation with the following individuals/entities reflecting the geographic diversity of the state:</p> <ol style="list-style-type: none"> 1. The Governor, or appropriate officials from the Governor’s office; 2. Members of the State legislature; 3. Members of the State board of education (if applicable); 4. LEAs, including LEAs in rural areas; 5. Representatives of Indian tribes located in the State; 6. Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals; 7. Charter school leaders, if applicable; 8. Parents and families; 9. Community-based organizations; 10. Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students; 11. Institutions of higher education (IHEs); 12. Employers; and 13. The public. 	<p>Status: In process</p> <p>California’s Stakeholder Engagement Plan was developed using guidance provided by the Council of Chief State School Officers and Partners for Each and Every Child and what we have learned from similar efforts to develop and implement large scale education policies, such as the landmark reform to our funding system known as the Local Control Funding Formula (LCFF).</p> <p>Stakeholder engagement activities are listed below. All of the activities are opened to the public. CDE staff will also continue to engage in targeted consultation activities to ensure each required individual/entity is consulted during the development of the ESSA State Plan.</p>
<p>Provide evidence of public notice of the processes and procedures for developing and adopting the State Plan.</p>	<p>Status: In process</p> <p>Public Notice</p> <ul style="list-style-type: none"> • State Board of Education (SBE) Meetings • California Practitioners Advisory Group Meetings (CPAG)
<p>For each of the State Plan sections, describe how the SEA conducted outreach to and solicited input from individuals/entities listed above:</p>	
<ul style="list-style-type: none"> • during the design and development of State Plan 	<p>Status: In process</p> <p>Phase I: What Californians Want For Their Schools (April–November 2016)</p> <p>Conducted Activities:</p> <ul style="list-style-type: none"> • California ESSA Webinar for Education

State Plan Requirements	What this Means for California
	<p>Stakeholders and Public</p> <ul style="list-style-type: none"> • Regional Stakeholder Meetings • Stakeholder Survey • Targeted Consultation • August 2016 SBE Memorandum: Every Student Succeeds Act Stakeholder Engagement – Phase I Report <p>Are there other activities California should consider in order to engage stakeholders in the development of the ESSA State Plan during Phase I?</p>
<ul style="list-style-type: none"> • following the completion of the State Plan by making it available for public comment for not less than 30 days prior to submission to ED 	<p>Status: In process Phase II: Draft ESSA State Plan 30-Day Public Review and Comment (November–January 2016)</p> <p>Planned Activities:</p> <ul style="list-style-type: none"> • Regional Stakeholder Meetings • Targeted Consultation • Stakeholder Engagement Toolkit <p>Are there other activities California should consider in order to engage stakeholders in the public comment period for the draft ESSA State Plan during Phase II?</p>
<ul style="list-style-type: none"> • Took into account the consultation and public comment, including how the SEA addressed concerns/issues and any changes made as a result of consultation and public comment. 	<p>Status: In process Planned Activities:</p> <ul style="list-style-type: none"> • Incorporate input provided to the State during Phase I into Phase II activities and the draft State Plan • Gather feedback on draft State Plan through an online survey during 30-day public comment period • Analyze feedback and, depending on volume of feedback, address each comment or address comments grouped thematically • Provide analysis of feedback to CPAG and SBE <p>Are there other activities California should consider in order to take into account the consultation and public comment on the draft State Plan?</p>

State Plan Requirements	What this Means for California
<p>Coordination of ESSA State Plan across ESSA programs and other federal programs, including:</p> <ul style="list-style-type: none"> • IDEA • Rehabilitation Act • Carl D. Perkins Career and Technical Education Act of 2006 • Workforce Innovation and Opportunity Act • Head Start Act • Child Care and Development Block Grant Act of 1990 • Education Sciences Reform Act of 2002 • Education Technical Assistance Act of 2002 • National Assessment of Educational Progress Authorization Act • Adult Education and Family Literacy Act 	<p>Status: In process State-level program directors across all programs:</p> <ul style="list-style-type: none"> • Involved in development of ESSA State Plan to ensure alignment • Will continue to meet throughout implementation of ESSA to identify issues, course corrections, and additional alignment activities <p>Are there other ways for California to coordinate federal programs?</p>
Challenging Academic Standards and Academic Assessments	
Provide evidence that the state has adopted:	
Challenging academic content standards and aligned academic achievement standards	<p>Status: Decided Common Core State Standards (CCSS) for Math and English Language Arts (ELA)/Literacy and CA Next Generation Science Standards (CA NGSS)</p>
Alternative Academic Achievement Standards	<p>Status: Decided California Alternate Assessment Blueprints</p>
English language proficiency standards	<p>Status: Decided California English Language Development (ELD) Standards for K–12</p>
High quality student academic assessments in mathematics, reading or language arts, and science	<p>Status: Decided California Assessment of Student Performance and Progress (CAASPP) includes the Smarter Balanced assessment for ELA and math, and will include science assessment based on CA NGSS spring 2019</p>
Assessments used under exception for advanced middle school mathematics	<p>Status: Decided Not applicable</p>

State Plan Requirements	What this Means for California
Aligned alternate assessments for students with the most significant cognitive disabilities	Status: Decided California Alternate Assessment operational in 2016, to include science operationally in 2020
Uniform statewide assessment of English language proficiency	Status: Decided California English Language Development Test (CELDT) until English Language Proficiency Assessment for California (ELPAC) becomes operational in 2018
Approved locally selected nationally recognized high school assessments	Status: Not yet decided The CDE will monitor the use of nationally recognized assessments, and the approval of that use by the U.S. Department of Education to determine if any actions should be considered for California.
Describe SEA's strategies to provide all students the opportunity to take advanced math courses in middle school	Status: Decided Guidance provided in Mathematics Framework, but ultimately a local decision
Steps taken to incorporate Universal Design for Learning (UDL) in the development of assessments	Status: Decided The CAASPP, CELDT and ELPAC incorporate UDL in the development of assessments
Appropriate Accommodations for English Learners	Status: Decided CAASPP incorporates designated supports for English Learners, (e.g., Spanish glossary, text-to-speech, and spell check)
Assessments in languages other than English	
SEA definition of "languages other than English that are present to a significant extent in the participating student population"	Status: Decision pending final regulations CDE recommends addressing this once assessment regulations detailing criteria for the definition are final.
Identify existing assessments in languages other than English	Status: Decision pending final regulations The CDE will determine if we have an assessment that meets this need after approved federal regulations and California determination of languages other than English that are present to a significant extent.

State Plan Requirements	What this Means for California
<p>Indicate languages other than English present to a significant extent in the participating student population for which assessments are not available and needed</p>	<p>Status: Decision pending final regulations The CDE will determine if we have an assessment that meets this need after approved federal regulations and California determination of languages other than English that are present to a significant extent.</p>
<p>Describe how the State will use formula grant funds to develop, administer, or carry out other activities related to assessments</p>	<p>Status: Decided Funding supports CDE staff to oversee assessments, and CDE contracts for the development, administration, and support of the following assessments:</p> <ul style="list-style-type: none"> • ELA Summative Assessments • Mathematics Summative Assessments • Science Summative Assessments • English Language Proficiency Assessments
<p>Accountability, Support, and Improvement for Schools</p>	
<p>Accountability System</p>	
<p>Indicators</p>	
<p>ESSA requires that states use, at a minimum, the following indicators for accountability purposes</p> <ul style="list-style-type: none"> • Academic Achievement • Academic Progress • Graduation Rate • Progress in Achieving English Language Proficiency • School Quality or Student Success 	<p>Status: Decided The SBE has approved the following state indicators:</p> <ul style="list-style-type: none"> • Academic Indicator (ELA and math CAASPP scores for grades 3–8, including a student growth model, when available, and science test scores based on the CA NGSS, when available) • Graduation Rate Indicator • English Learner Indicator (ELI) (Language proficiency and reclassified fluent English proficient [RFEP]) • Suspension Rate • College/Career Indicator • Chronic Absenteeism (available after 2016–17 initial collection of data)
<p>Subgroups</p>	<p>Status: Decided</p> <ul style="list-style-type: none"> • African American • Asian • Filipino

State Plan Requirements	What this Means for California
	<ul style="list-style-type: none"> • Hispanic/Latino • Native American • Pacific Islander • Two or More Races • White • Socioeconomically Disadvantaged • ELs • Students with Disabilities • Foster Youth • Homeless
<p>Statewide Uniform Procedures for former ELs and recently arrived ELs</p>	<p>Status: Decided ELs in U.S. for less than one year:</p> <ul style="list-style-type: none"> • Not required to be tested in ELA • Required to be tested in math <p>Former ELs included in EL subgroup for 4 years after redesignation in Academic Indicator</p>
<p>Subgroup Minimum Number</p>	<p>Status: In process 30</p>
<p>Describe statistical reliability, procedure for averaging data, privacy protections, and number and percentage of students not included in the accountability system.</p>	<p>Status: In process</p>
<p>Meaningful Differentiation of Schools</p>	<p>Status: In process</p> <ul style="list-style-type: none"> • Using percentiles to create 5 by 5 grid • 25 results that combine Status and Change to make overall determination for each indicator • Equal weight to Status and Change • Status determined using current year performance • Change is the difference between performance from the current year and prior year or between the current year and multi-year weighted average • Percentile cut scores for Status: <ul style="list-style-type: none"> • LEAs/schools ordered from highest to lowest and four cut points determined based on distribution • Cut points create five Status levels: <ul style="list-style-type: none"> •Very High •High •Median

State Plan Requirements	What this Means for California
	<ul style="list-style-type: none"> • Low • Very Low • For Change cut scores: <ul style="list-style-type: none"> • LEAs/schools ordered separately from highest to lowest for positive change and lowest to highest for negative change to create five Change levels: <ul style="list-style-type: none"> • Increased significantly • Increased • Maintained • Declined • Declined significantly • Each indicator to have its own unique set of cut points for Status and Change • Cut points in place for 3 to 5 years • Combining results for Status and Change assigns Performance Category color: <ul style="list-style-type: none"> • Blue • Green • Yellow • Orange • Red
<p>Distinct Levels of School Performance for each indicator and how they are calculated</p>	<p>Status: In process</p> <p>Graduation Rate</p> <ul style="list-style-type: none"> • Four year cohort rate • Five year cohort rate requires further review • Status determined using current graduation rate • Change is the average of prior 3 years • Numbers, cut points, and percentages to be determined <p>Academic Indicator</p> <ul style="list-style-type: none"> • CAASPP for ELA/literacy and math (grades 3-8) • Current: Status determined using current proficiency rate and Change is prior year's proficiency rate • 2017–18: Status determined by scale scores and Change determined by prior year scale scores

State Plan Requirements	What this Means for California
	<ul style="list-style-type: none"> • Numbers, cut points, and percentages to be determined • High schools: Gr. 11 results incorporated into College and Career Indicator but also reported separately by LEAs for transparency <p>Career/College Indicator (CCI)</p> <ul style="list-style-type: none"> • Three Levels: <ul style="list-style-type: none"> • Prepared • Approaching Prepared • Not Yet Prepared • Includes multiple measures: <ul style="list-style-type: none"> • a – g Completion • Dual Enrollment • Advanced Placement • International Baccalaureate • CTE Pathway completion • Smarter Balanced summative assessments • New data elements that may be included later: <ul style="list-style-type: none"> • State Seal of Biliteracy • Golden State Seal Merit Diploma • Articulated CTE Pathways • Status determined using current CCI rate and Change is difference between current rate and prior year’s rate • Numbers, cut points, and percentages to be determined
Weighting of Each Indicator	<p>Status: Decision pending final regulations</p> <ul style="list-style-type: none"> • Status and Change given equal weight • Each indicator given equal weight for identifying schools for support • Five of the six indicators are academic, automatically attributing more weight to academics without devaluing importance of school quality <p>The SSPI and SBE President specifically addressed concerns with related proposed regulation requirements in their August 1, 2016 joint letter.</p>
Summative Ratings and how they are calculated	<p>Status: Decision pending final regulations</p> <p>CDE recommends not addressing this in</p>

State Plan Requirements	What this Means for California
	<p>the State Plan until regulations are finalized. The SSPI and SBE President specifically addressed concerns with related proposed regulation requirements in their August 1, 2016 joint letter.</p>
<p>Factoring of 95% participation rate in assessments in system of annual meaningful differentiation of schools</p>	<p>Status: Not yet decided Possible Option</p> <ul style="list-style-type: none"> • Assign school determinations for Status only • 4 percentile cut scores determined by distribution of schools highest to lowest creates five Status levels for participation rate: <ul style="list-style-type: none"> • Blue: Very high (>95 percent participation rate) • Green: High (=95 percent) • Yellow: Median (≥80 and <95 percent) • Orange: Low (≥40 and <80 percent) • Red: Very low (<40 percent) • The Department is working with the Technical Design Group to explore other options
<p>Data Averaging</p>	<p>Status: In process All averages will be weighted across multiple years.</p>
<p>Including All Public Schools in Accountability System</p>	
<p>Schools without assessed grade levels</p>	<p>Status: Decided</p> <ul style="list-style-type: none"> • Elementary schools with kindergarten, grade 1, and/or grade 2 students will have their accountability reports based on grade 3 results of schools with which they are paired • Pairing based on matriculation patterns • For startup schools without a matriculation pattern, gr. 3 district average will be used
<p>Schools with variant grade configurations</p>	<p>Status: Decided</p> <ul style="list-style-type: none"> • Accountability reports for every school • Alternative school reports based on more appropriate indicators

State Plan Requirements	What this Means for California
<p>Schools in which the total number of students that can be included on any indicator is less than the State-determined minimum subgroup number</p>	<p>Status: Decided</p> <ul style="list-style-type: none"> • Not accountable at the state level for performance on indicators. However, reports generated for schools with 11 or more students, which provide these schools with data they can use to improve student performance • Further, accountability system includes LEAs, so performance of students in these schools is rolled up to the LEA and State levels • Such schools may also utilize additional tools in development to assist with improvement plans
<p>Schools design to serve special populations (e.g., alternative programming, institutions for neglected/delinquent youth, schools for the blind, recently arrived ELs)</p>	<p>Status: Decision pending final regulations</p> <ul style="list-style-type: none"> • Separate, but equally robust system to include indicators that are more appropriate for these schools <p>The SSPI and SBE President specifically addressed concerns with related proposed regulation requirements in their August 1, 2016 joint letter.</p>
<p>Newly opened schools</p>	<p>Status: Decided</p> <p>Accountability system requires two consecutive years of data, so newly opened schools will not be held accountable until completion of second year</p>
<p>Identification of Schools</p>	
<p>Methodology to identify schools for Comprehensive Support and Improvement</p>	<p>Status: Not yet decided</p> <p>The CDE is exploring 3 options:</p> <ul style="list-style-type: none"> • Option 1: Progressive Weighting Provide more weight to the performance categories of Red and Orange to identify schools. For example, Red could have four times greater weight than Green or Blue and Orange could have three times greater weight than Green or Blue. • Option 2: Identify schools based on number of Red performance categories • Option 3: Identify schools based on student group performance

State Plan Requirements	What this Means for California
	<ul style="list-style-type: none"> • Option 1 and 2 may result in identification of more than 5% due to ties; 3 criteria to break ties being considered: <ul style="list-style-type: none"> • Not meeting participation rate in ELA/literacy and math • Not meeting participation rate in ELA/literacy or math • Combined average percent of students who met or exceeded standards for ELA/literacy and math • Option 3: CDE is running data simulations and exploring options using group data • Schools with a graduation rate less than 67% for three consecutive years identified for comprehensive support and improvement • Alternative schools not included here but 5% of lowest-achieving alternative schools will be identified
Exit criteria for Comprehensive Support and Improvement Schools	<p>Status: Not yet decided To be determined once identification methodology is established</p>
Methodology to identify schools for Targeted Support and Improvement	<p>Status: Not yet decided Methodology to identify Comprehensive Support and Improvement Schools will be applied to each numerically significant student group to identify schools for Targeted Support and Improvement</p>
Exit criteria for Targeted Support and Improvement Schools	<p>Status: Not yet decided To be determined once identification methodology is established</p>
State Support and Improvement for Low-Performing Schools	
Allocation of School Improvement Resources	<p>Status: Not yet decided What will be the process for awarding grants to LEAs serving Comprehensive and Targeted Support and Improvement schools?</p>
Evidence-Based Interventions	<p>Status: Not yet decided What will be the process to ensure effective development/implementation of support and improvement plans, including evidence-based interventions?</p>

State Plan Requirements	What this Means for California
More Rigorous Interventions	<p>Status: Not yet decided What will the more rigorous interventions be for schools that fail to meet the State's exit criteria?</p>
Supporting Excellent Educators	
<p>Systems of Educator Development, Retention, and Advancement</p>	<p>Status: Decided Certification and Licensing California Commission on Teaching Credentialing (CTC) awards basic teaching credentials, credentials for teaching adult education and vocational education, credentials for teaching specialties (bilingual education, early childhood, special education), and credentials for school services (administrators, counselors, speech therapists, audiologists, etc.).</p> <p>Status: Decided Preparation CTC conducts research and policy monitoring, operates educator examination systems, and administers accreditation system.</p> <p>Status: Decided Induction</p> <ul style="list-style-type: none"> • Two-year induction requirement for teachers and administrators • CTC develops induction program standards and approves educator induction programs • Teacher Induction Programs <ul style="list-style-type: none"> • Based on CA Standards for the Teaching Profession • Strong/effective mentoring • New teacher immediate needs • Long-term growth and ongoing reflection • Administrator Induction Programs <ul style="list-style-type: none"> • Based on CA Professional Standards for Education Leaders • Coaching-based and tailored to position <p>Status: Decided</p>

State Plan Requirements	What this Means for California
	<p>Professional Learning</p> <ul style="list-style-type: none"> • Resources for implementation of standards and educator excellence • California Curriculum Frameworks • Quality Professional Learning Standards • County Offices of Education • California Collaborative for Educational Excellence • California Subject Matter Projects <p>• Title II, Part A grantees required to conduct annual needs assessment and describe use of funds</p> <ul style="list-style-type: none"> • Monitored by SEA through federal program monitoring and Consolidated Application for appropriate expenditures <p>Status: Decided</p> <p>Compensation and Advancement</p> <ul style="list-style-type: none"> • Professional development, compensation, and advancement decisions largely made at the local level
Support for Educators	
<p>How the SEA will use Title II, Part A funds and funds from other included programs</p>	<p>Status: Not yet decided</p> <p>Possible Uses: See Attachment 3</p> <p>What other appropriate uses of Title II, Part A funds should California consider?</p>
<p>How the SEA will improve the skills of teachers, principals, and other school leaders to identify and address specific learning needs of students</p>	<p>Status: Not yet decided</p> <p>Possible strategies:</p> <ul style="list-style-type: none"> • Development, adoption, and dissemination of curriculum frameworks • Instructional materials adoptions • Development and dissemination of task force reports • Title III support: Bilingual Coordinators Network, Regional Title III Leads, Annual Accountability and Leadership Institute • Title I, Part C training for Migrant Education Program teachers,

State Plan Requirements	What this Means for California
	<p>administrators, and classified staff</p> <p>What other strategies should California consider?</p>
<p>How the SEA will work with LEAs to develop or implement State or local educator evaluation and support systems, if applicable</p>	<p>Status: Not yet decided</p> <ul style="list-style-type: none"> • CDE does not recommend using ESSA funds to develop or implement a State educator evaluation and system • SEA could support LEAs developing or implementing local systems by sharing best or emerging practices around the state—is this something California should consider?
<p>How the State will improve educator preparation programs if it plans to use funds for this purpose</p>	<p>Status: Not yet decided</p> <p>CDE does not recommend using ESSA funds to improve educator preparation programs.</p>
<p>Educator Equity</p>	
<p>Definitions</p>	
<p>Ineffective Teacher</p>	<p>Status: Not yet decided</p> <p>Consistent with statute, CDE recommends developing statewide guidelines for LEA definitions of “ineffective teacher”</p>
<p>Out-of-Field Teacher</p>	<p>Status: Decided</p> <p>Definition: A certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate, permit, or waiver with an appropriate authorization for the assignment or is not authorized for the assignment under another section of statute or regulations</p>
<p>Inexperienced Teacher</p>	<p>Status: Decided</p> <p>Definition: A teacher who has two or fewer years of teaching experience.</p>
<p>Low-income student</p>	<p>Status: Decided</p> <p>Definition: Those students who are eligible to receive Free or Reduced-Price Meals</p>
<p>Minority Student</p>	<p>Status: Decided</p> <p>Definition: Those students who are American Indian/Alaska Native, Asian,</p>

State Plan Requirements	What this Means for California
	African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races/Not Hispanic
Optional Key Term: Underprepared Teacher	Status: Decided Definition: A teacher who is assigned based on the issuance of a Provisional Intern Permit, Short-term Staff Permit, or Variable or Short-term Waiver
Optional Key Term: Intern Teacher	Status: Decided Definition: A teacher who is assigned a District or University Intern Credential.
Demonstrate whether low-income and minority students in Title I schools are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students in non-Title I schools	Status: In process <ul style="list-style-type: none"> • Reported in the State Plan to Ensure Equitable Access to Excellent Educators, approved by ED in August 2015 • 2016 updates to plan include new data and ESSA requirements <ul style="list-style-type: none"> • Except for “ineffective” teacher data; CDE is constructing a process to develop statewide guidance for LEA “ineffective” definitions that will lead to a new data collection and analysis • CDE is seeking an extension waiver to include this data when it becomes available • Will use out-of-field, inexperienced, intern, and underprepared data in the meantime
Public Reporting	Status: Decided <ul style="list-style-type: none"> • CDE to develop annual data profile to analyze disproportionate rates • California State Plan to Ensure Equitable Access to Excellent Educators presented to State Board of Education annually • Plan available on CDE Web site
Root Cause Analysis: identifies the factors causing or contributing to disproportionate rates	Status: Decided Current root cause analysis available in latest State Plan to Ensure Equitable Access to Excellent Educators
Identification of Strategies: including timelines and funding sources to eliminate disproportionate rates	Status: Decided Current strategies and progress on continuing strategies available in latest

State Plan Requirements	What this Means for California
	State Plan to Ensure Equitable Access Excellent Educators
Supporting All Students	
Well-Rounded and Supportive Education for Students	
Strategies to ensure all children have significant opportunity to meet academic standards and career and technical standards, as applicable, and attain, at minimum, a regular high school diploma	
Continuum of a student’s preschool – 12 education, including transitions from early education to elementary school, elementary to middle school, middle to high school, and high school to postsecondary educator and careers, to support appropriate promotion practices and decrease risk of dropping out	<p>Status: In process Possible Strategies:</p> <ul style="list-style-type: none"> • Title I, Part A Guidance, Technical Assistance, and Program Monitoring • Title I, Part A LEA Plan • Curriculum Frameworks • Multi-Tiered System of Supports • Title I Conference • Title IV Part A and B Coordination • Pupil Promotion and Retention Policies • Early Learning Foundations Alignment Document • Transitional Kindergarten • Early Education to Elementary School Transition Guidance • Guidance for Articulation Agreements • Early Assessment Program • Career Technical Education Programs • California Career Pathways Trust • Title II, Part A 3% Set-Aside: California Leadership Initiative • Title I, Part A Direct Student Services <p>Are there other strategies California should consider to ensure successful transitions of students?</p>
Equitable access to a well-rounded education in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, history,	<p>Status: In process Possible strategies:</p> <ul style="list-style-type: none"> • Title I, Part A Guidance, Technical Assistance, and Program Monitoring • LEA Plan review process • Curriculum Frameworks

State Plan Requirements	What this Means for California
<p>geography, computer science, music, career and technical education, health, physical education, and any other subjects, in which female students, minority students, English learners, children with disabilities, and low-income students are underrepresented</p>	<ul style="list-style-type: none"> • Title I, Part A, Direct Student Services • Title II, Part A: Contract with California Subject Matter Projects to provide professional learning opportunities • Title II, Part B, National Activities: <ul style="list-style-type: none"> • Subpart 2: Literacy for All, Results for the Nation • Subpart 4 Programs of National Significance – STEM Master Teacher Corps • Title IV A: Student Support and Academic Enrichment Grants • Title IV B: 21st Century Community Learning Centers <p>Are there other strategies California should consider to ensure equitable access to a well-rounded education?</p>
<p>School conditions for student learning, including activities to reduce:</p> <ol style="list-style-type: none"> a. Incidents of bullying and harassment b. Overuse of discipline practices that remove students from the classroom c. Use of aversive behavioral interventions that compromise student health and safety 	<p>Status: Not yet decided</p> <p>Possible strategies:</p> <ul style="list-style-type: none"> • Title I, Part A Guidance, Technical Assistance, and Program Monitoring <ul style="list-style-type: none"> • LEA Plan • Safe and Supportive Schools Program guidance • Bullying and Hate-Motivated Behavior Prevention guidance • Title II, Part A 3% Set Aside and Local Use of Funds <ul style="list-style-type: none"> • Expand California Attendance Peer Learning Network • Behavioral Interventions Strategies and Support Resources Training • Title IV, Part A <ul style="list-style-type: none"> • Student nutrition guidance • New Positive School Climate Program (aligns with Title I, Part A, Title II, Part A, and Title IV, Part A) <ul style="list-style-type: none"> • Draws upon and expands California School Climate, Health, and Learning Survey <p>Are there other strategies California should consider to improve school conditions for student learning?</p>

State Plan Requirements	What this Means for California
<p>Effective use of technology to improve academic achievement and digital literacy of all students</p>	<p>Status: Not yet decided Possible strategies:</p> <ul style="list-style-type: none"> • Title II, Part A, and Title IV, Part A • Statewide Coordinated Professional Development Program • Technical Assistance • System to share open educational resources and best practices <p>What other strategies should California consider to improve effective use of technology?</p>
<p>Parent, family, and community engagement</p>	<p>Status: Not yet decided Possible strategies:</p> <ul style="list-style-type: none"> • Title I, Part A Guidance, Technical Assistance, and Program Monitoring • LEA Plan • Intra-Agency Cross-Program Family Engagement Networking Team <p>What other strategies should California consider to improve parent, family, and community engagement?</p>
<p>Accurate identification of English learners and children with disabilities</p>	<p>Status: Decided Strategies in Place:</p> <ul style="list-style-type: none"> • Title III: California English Language Development Test until English Language Proficiency Assessment for California is operational • IDEA: Federal Child Find activities
<p>Optional: Other State-identified strategies</p>	<p>Status: Not yet decided Possible Strategies:</p> <ul style="list-style-type: none"> • Expand Project Cal-Well to address student mental health (Title IV, Part A) • Expand Tobacco Use Prevention Education Program to include alcohol and other drug use prevention (Title IV, Part A)
<p>How the SEA will use Title IV, Part A - Student Support and Academic Enrichment Grants and other federal funds to support the strategies listed above</p>	<p>Status: Not yet decided Possible uses of Title IV, Part A Funds: See Attachment 3</p> <p>Are there other appropriate uses of Title IV, Part A funds that California should consider?</p>

State Plan Requirements	What this Means for California
<p>How the SEA will use Title IV, Part B - 21st Century Community Learning Centers funds and other federal funds to support the strategies listed above and to ensure that processes, procedures, and priorities used to award subgrants are consistent with requirements</p>	<p>Status: Not yet decided Beyond the requirements of the program, CDE is considering:</p> <ul style="list-style-type: none"> • Using California’s recently adopted expanded learning Point-of-Service Quality Standards and Programmatic Quality Standards to evaluate subgrantee applications • Including additional funding priorities such as replacing expiring grants, year-round programming, previously funded programs, and expansion of existing grants • Program evaluation based on new state reporting requirements <p>Are there other elements California should consider in administering Title IV, Part B?</p>
Program Specific Requirements	
<p>Title I, Part A: Process/criteria SEA will use to waive the 40% schoolwide poverty threshold</p>	<p>Status: Not yet decided Proposed Process/Criteria:</p> <ul style="list-style-type: none"> • LEAs, on behalf of schools, complete Title I Part A – Notification of Authorization of Schoolwide Program (SWP) Report through Consolidated Application and Reporting System • SWP waivers approved by SEA if first approved by school site council and school meets one or more of the following criteria: <ul style="list-style-type: none"> • ≥25% of low income students • Graduation rate is below state average • School Site Council recommends that a SWP is the best way to serve the student population • ≥30% of EL student population • School resides in high crime or gang related community • School has been identified for comprehensive or targeted support
<p>Title I, Part C: Education of Migratory Children</p>	

State Plan Requirements	What this Means for California
<p>How SEA will establish and implement system for the proper identification and recruitment of eligible migratory children, including preschool children and children who have dropped out of school, and how the State will verify/document number of eligible migratory children age 3–21 in the State annually.</p>	<p>Status: In process Proposed response:</p> <ul style="list-style-type: none"> • COEStar: local data collection software • Migrant Education funded subgrantee procedures • COEStar Performance Reporter produces list of all students who might be eligible to be counted or served by the program • Subgrantees required to make contact with eligible families at least once each year • Children counted must have one of the following: valid qualifying move date, new residency date, or enrollment date during period in question • Migrant Student Information Network (MSIN) used to avoid reporting duplicates
<p>How the SEA and local agencies assess the unique educational needs of migratory children and other needs that must be met in order for migratory children to participate effectively in school</p>	<p>Status: In process Proposed response:</p> <ul style="list-style-type: none"> • Subgrantees required to complete local Comprehensive Needs Assessment (CNA) • CNA conducted by independent agency for each Migrant Education Program (MEP), and includes: <ul style="list-style-type: none"> • Data collected from focus groups (including students and parents) • Staff surveys • Academic testing data for region’s migrant population • CNA provides MEP regions and CDE with assessment/evaluation of regional migrant student and program needs • CNA serves as basis for program development/delivery • Additionally, subgrantees complete Individual Needs Assessment to identify individual student needs, including medical, social, and mental health needs
<p>How the SEA and local operating agencies ensure that the unique needs of migratory children are identified and addressed</p>	<p>Status: In process Proposed response:</p> <ul style="list-style-type: none"> • Three-part process: <ol style="list-style-type: none"> 1. Identify needs via local CNAs

State Plan Requirements	What this Means for California
	<ol style="list-style-type: none"> 2. Develop a State Services Delivery Plan (SSDP) based on meta-analysis of local CNAs 3. Revise regional application based on SSDP <ul style="list-style-type: none"> • Further, subgrantees required to provide annual update via regional application on three sections: needs of migratory children, expected outcomes, and student performance • Subgrantees required to report out on student performance for each service provided during school year
<p>How the SEA and local operating agencies will promote interstate and intrastate coordination of services for migratory children</p>	<p>Status: In process Proposed Response:</p> <ul style="list-style-type: none"> • MSIN and Migrant Student Information Exchange (MSIX) • MSIX: <ul style="list-style-type: none"> • National data collection system • Mechanism for states to exchange education related information for migratory children who move from one state to another • Includes Migrant Student Locator to help subgrantees locate migrant students
<p>Describe the unique needs of State's migratory children based on most recent comprehensive needs assessment</p>	<p>Status: In process Proposed Response:</p> <ul style="list-style-type: none"> • California in the process of identifying statewide needs based on meta-analysis of the 20 regional local CNAs, a draft of which available in August 2016 • In September 2016 CDE convenes stakeholders to discuss and prioritize needs • Statewide CNA report to be available in March 2017 • Updated State Services Delivery Plan ready in May/June of 2017
<p>Describe the current measurable program objectives and outcomes and the strategies the SEA will pursue to achieve such objectives and outcomes</p>	<p>Status: In process Proposed Response:</p> <ul style="list-style-type: none"> • California in the process of identifying statewide measurable program objectives and outcomes based on meta-analysis of the 20 regional CNAs,

State Plan Requirements	What this Means for California
	<p>a draft of which is available in August 2016</p> <ul style="list-style-type: none"> • In September 2016 CDE convenes stakeholders to discuss and prioritize measurable program objectives and outcomes • Statewide CNA report to be available in March 2017 • Updated State Services Delivery Plan, which includes the statewide measureable outcomes, ready in May/June of 2017
<p>How the SEA will ensure programs consult with parents of migratory children, including state and local parent advisory councils, in the planning and operation of programs</p>	<p>Status: In process Proposed Response:</p> <ul style="list-style-type: none"> • <i>Education Code 54444.2:</i> Requirements for soliciting parent involvement in planning, operation, and evaluation of programs through the establishment of parent advisory councils • <i>EC 54444.4(a):</i> responsibilities of parent advisory councils • Application for program includes requirements for Parent Advisory Councils (PACs): <ul style="list-style-type: none"> • identify how parents are recruited/selected • how PAC is involved in reviewing CNA, planning/development of regional application, implementation of services, and program evaluation • Training provided to PAC to support quality implementation of program
<p>SEA's processes and procedures for ensuring migratory children who meet the definition of "priority for services" are given priority for program services</p>	
<p>Measures and data used to determine whether child meets priority for services criteria</p>	<p>Status: In process 2016–17: Record of move and assessment data lead to real time priority for services (PFS) determination</p>
<p>Delegation of responsibility for documenting PFS determinations and provision of services for PFS children</p>	<p>Status: In process</p> <ul style="list-style-type: none"> • CDE responsible for documenting PFS determinations • Subgrantees responsible for

State Plan Requirements	What this Means for California
	provisioning services
<p>Timeline for making PFS determinations and communicating to providers</p>	<p>Status: In process</p> <ul style="list-style-type: none"> • Determinations made immediately; children evaluated as soon as county offices of education document that the move is verified • Subgrantees notified within 24 hours of determination
<p>Title III, Part A: Language Instruction for English Learners and Immigrant Students</p>	
<p>SEA’s standardized entrance and exit procedures for ELs that include valid, reliable, and objective criteria that must also:</p>	
<p>Include a score of proficient on the State’s English language proficiency assessment</p>	<p>Status: Decided</p> <p>Existing reclassification criteria</p> <ol style="list-style-type: none"> 1. Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; and 2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and 3. Parent opinion and consultation; and 4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.
<p>Be the same criteria used for exiting from the EL subgroup for Title I reporting and accountability purposes</p>	<p>Status: Decided</p> <ul style="list-style-type: none"> • Criteria used is achievement of a score of proficient on CELDT and beginning fall 2018, achievement of a score of proficient on the ELPAC
<p>Not include performance on an academic content assessment</p>	<p>Status: Decided</p> <ul style="list-style-type: none"> • California will seek legislation to amend criterion 4 • Implementation scheduled for the 2019–20 school year to align with transition to ELPAC
<p>Title V, Part B, Subpart 2 Rural and</p>	

State Plan Requirements	What this Means for California
Low-Income School Program	
<p>SEA's specific measurable program objectives and outcomes, if applicable</p>	<p>Status: In process</p> <ul style="list-style-type: none"> • Current program objectives and outcomes: • Ensure all eligible LEAs are aware of, and have the ability to apply • Ensure LEAs report annually on allowable uses of funds • Provide technical assistance for the application for and authorized uses of funds <p>Are there other measurable program objectives and outcomes California can achieve through this program?</p>
<p>McKinney-Vento Education for Homeless Children and Youth Program</p>	
<p>Procedures SEA will use to identify homeless children and youths and assess their needs</p>	<p>Status: Decided</p> <ul style="list-style-type: none"> • LEAs report this information in CALPADS after identifying students in a variety of ways, including, but not limited to: <ul style="list-style-type: none"> • Self-identification • Questions on registration forms • Data inquiries • In-take questionnaires • CDE will continue to provide technical assistance and training to LEAs to improve identification of students and increase use of intake tools to assess the needs of students
<p>SEA's programs for school personnel to heighten awareness of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless</p>	<p>Status: Decided</p> <p>CDE will:</p> <ul style="list-style-type: none"> • Collect and post database of homeless liaisons' contact information • Collect number of liaisons participating in homeless education professional development • Offer technical assistance to liaisons who have not participated in professional development • Add a question to Consolidated Application and Reporting System (CARS) regarding other personnel that

State Plan Requirements	What this Means for California
	<p>have participated in training</p> <ul style="list-style-type: none"> • Update homeless educational rights poster to align with ESSA requirements • Develop training modules on various homeless education topics
<p>SEA's procedures to ensure disputes regarding the educational placement of homeless children and youths are promptly resolved</p>	<p>Status: In process</p> <p>Existing dispute resolution process:</p> <ul style="list-style-type: none"> • Schools refer student or parent/guardian to homeless liaison to carry out resolution process promptly • If parent/guardian or youth disputes school selection/enrollment, they must be provided a written explanation that includes information about the right to appeal • If dispute not resolved at the district level, the county office of education liaison reviews the dispute and makes a determination • If dispute not resolved at the county level, the State Homeless Coordinator reviews the dispute and makes a decision <p>CDE proposes to update the process to include specific language regarding timelines, stakeholder roles, student-centered factors/best interest, and eligibility</p>
<p>SEA's procedures to ensure youths separated from public school are identified and accorded equal access to secondary education and support services, including removing barriers that prevent youths from receiving credit for coursework completed while attending school</p>	<p>Status: Decided</p> <ul style="list-style-type: none"> • State law allows homeless students to complete a school district's or state graduation requirements within a fifth year of high school • CDE encourages LEAs to implement case management for homeless children and youth • CDE will train LEAs to analyze homeless data, including dropout and graduation rates, and how to collaborate/coordinate with various agencies to meet student needs • CDE will offer technical assistance to showcase model LEA programs
<p>SEA's procedures to ensure homeless children and youths have access to public preschool programs</p>	<p>Status: In process</p> <ul style="list-style-type: none"> • CDE collaborates with Head Start, Early Head Start, and the Interagency

State Plan Requirements	What this Means for California
	<p>Coordinated Council</p> <ul style="list-style-type: none"> • CDE proposes to coordinate with First 5 California • CDE proposes to offer professional development/technical assistance to LEAs and preschool programs regarding collaboration between agencies • CDE proposes to add a question to CARS regarding homeless preschool students
<p>SEA's procedures to ensure homeless children and youths do not face barriers to accessing academic and extracurricular activities</p>	<p>Status: Decided California law requires a homeless child or youth to be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities</p>
<p>SEA's procedures to ensure homeless children and youths are able to participate in federal, state, and local nutrition programs</p>	<p>Status: Decided</p> <ul style="list-style-type: none"> • LEAs conduct direct certification of homeless children and youth with the Supplemental Nutrition Assistance Program (SNAP) • CDE will continue to monitor LEAs to ensure homeless children and youth receive school meal services they are eligible for and share data with LEAs regarding the number of homeless children and youth in the LEA compared to the number of free and reduced price meal services provided
<p>SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention</p>	<p>Status: Decided</p> <ul style="list-style-type: none"> • CDE will provide training, guidance, technical assistance, and program monitoring • CDE will encourage and provide guidance for LEAs to implement case management for homeless children and youth, analyze their homeless data to determine needs, and collaborate/coordinate with various agencies to meet their needs, including, but not limited to, mental health, counseling, housing, medical, vision, dental, basic needs, transportation, etc.

State Plan Requirements	What this Means for California
Performance Management and Technical Assistance	
System of Performance Management for implementation of State and LEA plans	
Review and Approval of LEA Plans	<p>Status: Not yet decided</p> <ul style="list-style-type: none"> • How will the SEA support the development, review, and approval of LEA Plans? • How will the SEA determine if the LEA activities align with LEA needs? • Can COEs review LEA Plans?
Review and Approval of LEA Comprehensive Support and Improvement Plans	<p>Status: Not yet decided</p> <ul style="list-style-type: none"> • How will the SEA support the development, review, and approval of Comprehensive Support and Improvement Plans? • Can COEs review these plans?
Collection and Use of Data: including stakeholder input, to assess quality of strategies and progress toward improving student outcomes and meeting desired program outcomes	<p>Status: Not yet decided</p> <ul style="list-style-type: none"> • Review/disseminate CAASPP system results • CDE will collect data for every LEA, school, and subgroup of more than 30 students for each indicator to develop and provide LEAs LCFF Evaluation Rubrics • Can COEs review/support development of LEA Plans?
How the SEA will use information and data on resource equity , including review of LEA-level budgeting and resource allocation related to:	
Per-pupil expenditures of federal, state, and local funds	<p>Status: Decision pending final regulations</p> <p>California plans to provide per-pupil and actual personnel and non-personnel expenditures of federal, state, and local funds disaggregated by source of funds for each LEA and for each school site. LEAs will provide this information in their report cards that the State will then include in its report card.</p> <p>The SSPI and SBE President specifically addressed concerns with related regulation requirements in the August 1, 2016 joint letter in response to the proposed regulations.</p>

State Plan Requirements	What this Means for California
Educator qualifications	Status: In process Included in State Plan to Ensure Equitable Access to Excellent Educators
Access to advance coursework	Status: Decided Included in CALPADS
Availability of preschool	Status: Decided Collected through the California State Preschool Program and voluntarily reported in CALPADS
SEA's plan to monitor SEA and LEA implementation of included programs	Status: In process <ul style="list-style-type: none"> • Federal Program Monitoring • CDE/COEs review/support development and implementation of LEA plans
SEA's plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes	Status: In process <ul style="list-style-type: none"> • California Collaborative for Educational Excellence (CCEE) provides support for LEAs not making progress • COEs review/support development and implementation of LEA plans • CDE, COEs, CCEE, and other partners: <ul style="list-style-type: none"> • Provide technical assistance • Identify exemplary schools and disseminate best practices • SSPI may intervene <p>How will the SEA continuously improve its strategies?</p>
SEA's plan to provide differentiated technical assistance to LEAs and schools to support effective implementation of SEA, LEA, and other subgrantee strategies	Status: In process <ul style="list-style-type: none"> • Accountability system to provide great deal of information regarding LEAs, their schools, and student subgroups in relation to implementation of standards and assessments progress • Technical assistance differentiated based on LEA-specific information
Technical Assistance to Specific LEAs	Status: Not yet decided What technical assistance will California provide to each LEA serving a significant number of identified schools, including technical assistance related to the selection of evidence-based interventions?
Any Additional Improvement Actions: including additional supports for interventions in LEAs or authorized	Status: Not yet decided What other actions will California take to support improvement in LEAs serving a

State Plan Requirements	What this Means for California
chartering agencies serving significant number of comprehensive support and improvement schools not meeting exit criteria or significant number of targeted support and improvement schools	significant number of identified schools?

ESSA State Plan: Information to Support Decision-Making Regarding Use of Federal Funds

The Every Student Succeeds Act (ESSA) provides California and its local educational agencies (LEAs) with new opportunities to develop coherent plans that thoughtfully utilize funds to support state priorities while meeting state and federal requirements. The ESSA provides the State Board of Education (SBE) with a variety of opportunities to supplement the State's new directions in accountability and continuous improvement. In its Consolidated State Plan, California is required to describe how the State will use federal state-level activity funds, whether and how the State will utilize various set-asides made available in the law, and how it will support LEAs to effectively and efficiently use federal and state education resources to support continuous improvement in the eight state priority areas.

This document is designed to provide the SBE with context to inform decision-making regarding uses of ESSA funds at the State and local levels. It provides:

- An overview of funding sources within the ESSA and how Elementary and Secondary Education Act State-level activity funds are currently used;
- An overview of the State's investments in its education system; and
- A frame, and a variety of opportunities, that California might consider as it uses ESSA funds to supplement State investments.

Overview of Funding Sources and Current Use of ESEA Funds

The ESSA provides California with several opportunities to utilize federal resources to support state priorities. The SBE will need to decide how to use state-level activity funds available in Titles II, III, and IV; how best to structure the required seven percent school improvement reservation in Title I; and whether and how to use the optional reservations in Titles I and II. The information below regarding Titles I-IV is provided to inform SBE decision-making.

The ESSA includes a number of additional programs, as indicated in Attachment 1 of this item. State-level funds for these programs do not require significant decision-making on the part of the SBE as amounts are relatively small and used primarily for administration of local funds.

State allocations are preliminary estimates based on currently available data. Allocations based on new data may result in significant changes from these preliminary estimates. These preliminary estimates are provided for planning purposes only. Unless stated otherwise, all grants are formula grants.

Title I, Part A: Improving Basic Programs Operated By State and Local Educational Agencies

The California Department of Education (CDE) anticipates that California will receive \$1.803 billion in Title I, Part A funds in 2017-18. Ninety-nine percent of the state appropriation is subgranted to LEAs and the remaining one percent is used to administer the funds (e.g., distribute funds, monitor expenditures, and provide technical assistance and support). Allowable uses of Title I funds are described in Section 6312 of the ESSA (as codified in U.S. Code), provided in Attachment 5.

Under ESSA, California has two opportunities to reserve a portion of the LEA subgrant allocation for specific activities:

1. States are required to reserve seven percent of the LEA subgrant allocation for school improvement activities. Funds must be awarded to LEAs, using either a formula or competitive process, to support schools implementing comprehensive support and improvement activities or targeted support and improvement activities. Based on the projected state Title I, Part A allocation of \$1.803 billion, California must reserve \$124,947,900 for school improvement activities. Of this amount, 95 percent, or \$118,700,505, will be awarded to LEAs and the remaining \$6,247,395 will be used for administration and State-level support of schools implementing comprehensive or targeted support and improvement activities.
2. The state education agency (SEA) may also, after meaningful consultation with LEAs, choose to reserve three percent of the LEA subgrant allocation for direct student services. Allowable LEA direct student services expenditures include:
 - Participation in academic courses not otherwise available at a student's school, including advanced courses and career technical education (CTE) coursework;
 - Credit recovery;
 - Activities that assist students in successfully completing postsecondary level instruction (e.g., Advanced Placement and International Baccalaureate courses);
 - Personalized learning activities, which may include high-quality academic tutoring; and
 - Transportation to allow a student enrolled in a school identified for comprehensive support and improvement to transfer to another public school.

Based on the projected state Title I, Part A allocation of \$1.803 billion, California would reserve \$53,549,100 for direct student services. Of this amount, 99 percent, or \$53,013,609, would be awarded to LEAs and the remaining one percent, or \$535,491, would be used at the state level to distribute and monitor funds, create and maintain a list of State-approved tutoring providers, and ensure

that LEAs offer sufficient options. Complete language of U.S. Code Section 6303(b) Direct Student Services is provided in Attachment 5.

California currently invests Title I, Part A state-level funds to:

1. Administer the funds, including distribution, monitoring, and providing technical assistance to LEAs regarding the appropriate uses of funds as required by law.
2. Provide regional technical assistance regarding appropriate uses of Title I funds via the Regional System of School and District Support.

Title II, Part A: Preparing, Training, and Recruiting High Quality Teachers, Principals, and Other School Leaders

For Title II, Part A, 95 percent of the state grant is subgranted to LEAs. The remaining five percent is used for administration and State-level activities. The CDE anticipates that California will receive \$252 million in Title II, Part A funds in 2017–18. Of this amount, \$239.4 million will be subgranted to LEAs and the remaining \$12.6 million will be dedicated to administrative and state-level activities. Allowable uses of Title II, Part A funds are described in Sections 6661(c) and 6613 of the ESSA (as codified in U.S. Code), provided in Attachment 5.

California currently invests Title II, Part A state-level funds to:

1. Contract with the California Subject Matter Project (CSMP) to provide professional learning to educators across the state. The CSMP, established in 1988, is another essential component within the California professional learning infrastructure. With more than 90 regional sites statewide, the CSMP is a network of nine discipline-based communities of practice that promote high-quality teaching and leadership. The CSMP sites operate on fundamental beliefs that include rigorous professional learning, designed collaboratively by K–12 and university educators, to enhance learning for all students.
2. Monitor and provide technical assistance to LEAs to ensure that low-income and minority students are not disproportionately served by inexperienced, unqualified, or out-of-field teachers. This activity is designed to meet a statutory requirement. Under No Child Left Behind, the Compliance, Monitoring, Intervention, and Sanctions (CMIS) program was implemented to meet this federal requirement. The CMIS Program will be updated to address new requirements in ESSA. This new program will be called the California Educator Equity Technical Assistance Program (CEETAP).
3. Collect and analyze CDE and California Commission on Teacher Credentialing (CTC) data on educator experience and assignments to both monitor teacher mis-assignments and inform the CMIS. This activity supports a statutory requirement.
4. Support school leadership development activities.

5. Provide equitable state-level professional development for non-profit private school educators. This activity is required in statute.

6. Administer Title II, Part A funds, including distribution, monitoring, and providing technical assistance to LEAs regarding the appropriate use of funds as required by law. This activity is required in statute.

The ESSA provides California with an opportunity to reserve three percent of the Title II, Part A LEA subgrant allocation for one or more activities for principals or other school leaders consistent with allowable State activities. Based on the estimate of \$252 million, this represents \$7,182,000.

Title III: Language Instruction for English Learners and Immigrant Students

For Title III, we anticipate that California will receive \$167.6 million in Title III funds in 2017–18. Of this amount, 95 percent, or \$159,220,000, will be subgranted to LEAs and the remaining five percent, or \$8,380,000, will be available for administration and State-level activities. Allowable uses of Title III funds are described in Sections 6821(b) and 6826 of the ESSA (as codified in U.S. Code), provided in Attachment 5.

California currently invests Title III state-level funds to support the following activities:

1. Administer the funds, including distribution, monitoring, and providing technical assistance to LEAs regarding the appropriate uses of funds as required by law.

2. Provide regional technical assistance regarding appropriate uses of Title III funds via the Title III Regional Leads network.

Title IV, Part A: Student Support and Academic Enrichment Grants

California does not currently receive Title IV, Part A funding. We anticipate that California will receive \$58 million in Title IV, Part A funds based on the President's Proposed Budget. Of this amount, 95 percent, or \$55.1 million, will be subgranted to LEAs and the remaining five percent, or \$2.9 million, will be available for administration and State-level activities. Allowable uses of Title IV funds are described in Sections 7114 and 7117–7119 of the ESSA (as codified in U.S. Code), provided in Attachment 5.

California Investments

Federal funds are supplemental. It is important to keep in mind state investments in the K–12 education system before making decisions regarding federal investments designed to supplement the system. This section provides a brief overview of current California investments to support the continuous improvement of schools, educators, and students.

State-Level Activities to Support the Continuous Improvement of Schools

The Local Control Funding Formula (LCFF) is the foundation for California's integrated accountability and continuous improvement system. The system is designed to support all LEAs and schools to improve outcomes and opportunities for all students, and to narrow disparities among student groups. LCFF requires differentiated assistance for a subset of LEAs that are struggling to meet students' needs, followed by more rigorous intervention for any of those LEAs that have not improved student performance after several years of assistance.

LCFF provides almost two thirds of all funding for California's LEAs (\$54 billion out of \$85 billion in 2015–16), and is the primary source of general purpose funding for K–12 instruction as well as for additional services for California's disadvantaged students.

LCFF provides significant funding to support California's disadvantaged students. LCFF base grant funding is a uniform amount provided to all LEAs based on the grade span of the students, but LEAs may receive up to an additional 42.5 percent for disadvantaged students. Further, one of the primary provisions of LCFF is that each school district and charter school must prepare the Local Control and Accountability Plan (LCAP) that describes, among other things, how it will increase or improve services to its disadvantaged students.

LCFF is highly student-centered, supporting early education through postsecondary coordination, appropriate promotion practices, decreasing the risk of students dropping out, equitable access to a well-rounded education, and improving school conditions for learning. In the LCAP, LEAs must describe the annual goals to be achieved for all pupils and each subgroup of pupils, expected outcomes, actions and services, and budgeted expenditures to support the actions and services to be achieved for each of the eight (ten for COEs) state priorities.

California's 58 county offices of education (COEs) provide a wide range of services to the state's LEAs. COEs provide expertise in developing products and providing professional learning opportunities, and their relationships with LEAs in their region places them in a unique position to assist in planning and in reaching classroom teachers. COEs provide quality professional development for educators statewide, whether at the overview level or a deeper dive into specific subject matter, and have developed training materials that prepare teachers to implement standards and support student achievement. COEs are authorized to review and support the development of LCAPs and local implementation of specific strategies described in local plans.

The California Collaborative for Educational Excellence (CCEE) was established in 2013 to advise and assist LEAs in achieving the goals in their LCAPs. The formation of this new agency reflects California's approach to improving student academic achievement by directing focus on local decision-making and accountability. The CCEE has been authorized and funded to provide training to LEAs in analysis of state and local data in the LCFF Evaluation Rubrics for the purpose of identifying areas of need within the LEAs educational program. LEAs will use this information to develop and assess progress toward locally defined goals.

State-Level Activities to Support Educator Excellence

The CTC is statutorily responsible for the design, development, and implementation of standards that govern educator preparation for the public schools of California, for the licensing and credentialing of professional educators in California, for the enforcement of professional practices of educators, and for the review and discipline of applicants and credential holders in the California. The CTC is responsible for issuing any and all licenses required by law to serve in an instructional, administrative, service, or counseling position in public schools in California. The CTC is also responsible for both developing induction program standards and approving educator induction programs.

The CTC has statutory authority to oversee teacher preparation, licensing, and induction, but in general, decisions regarding educator professional development, compensation, and advancement are largely made at the local level.

The State develops and disseminates various guidance documents and tools to inform local decision-making regarding the continuous improvement of educators:

California's curriculum frameworks provide guidance for implementing the content standards adopted by the SBE. Frameworks are developed by the Instructional Quality Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE. The SBE adopts curriculum frameworks for kindergarten through grade twelve (K–12) in the core curriculum areas of English language arts/English language development, mathematics, history-social science, science, and other subjects. Based on current research in education and the specific content area, the frameworks provide a firm foundation for curriculum and instruction by describing the scope and sequence of knowledge and the skills that all students are expected to master.

The Quality Professional Learning Standards (QPLS) present the elements of a quality professional learning system that, if well implemented, will benefit educators focused on increasing their professional capacity and performance.

The QPLS are available on the CDE QPLS Web page at

<http://www.cde.ca.gov/pd/ps/qpls.asp>.

The COEs and CCEE also support the professional learning and continuous improvement of educators.

In addition, the 2015 State Budget appropriated \$490 million to LEAs to provide beginning teacher and administrator support and mentoring, professional development, coaching and support services for teachers identified as needing improvement or additional support, professional development for teachers and administrators aligned to the state standards, and to promote educator quality and effectiveness. School districts, COEs, and charter schools received approximately \$1,466 per certificated full time employee. Funds may be expended anytime during the 2015–16, 2016–17, and 2017–18 fiscal years, with a final expenditure report due at the end of the 2017–18 fiscal year.

State-Level Activities to Support All Students

California is deeply immersed in work to align its programs and services into a single system that both recognizes the specialized needs of members of specific student groups while also recognizing that many students may be eligible to receive a variety of differentiated supports. That is, an identified “student with disabilities” may also be a “low-income student,” a “low-achieving student,” and a “migrant student.” Given this more holistic approach, it is important to note that although California dedicates state funds toward meeting the needs of specific groups (e.g., LCFF provides supplemental funding to support the learning needs of English learners, foster youth, and low-income students), many of the activities described below are designed to meet the needs of a wide variety of students.

State Adoption of Standards, Frameworks, and Instructional Materials

California has adopted rigorous academic standards for English language arts and literacy, English language development, mathematics, science, history-social science, world language, physical education, health education, visual and performing arts, and career technical education. Access to full participation in these content and subject areas is supported by state-adopted curriculum frameworks that include research and support for educators to provide access and equity to rigorous coursework for all students, utilizing MTSS as mentioned below, as well as guidance to publishers for the development of instructional materials addressing the needs of all students.

Career Readiness Initiative

The overarching goal of the Career Readiness Initiative is to build and sustain robust partnerships between employers, schools, and community colleges in order to better prepare students for the 21st century workplace and improve student transitions into postsecondary education, training, and employment.

Multi-Tiered System of Supports

The Multi-Tiered System of Supports (MTSS) is one of the research-based systems that the CDE advocates to promote the building of a stronger student academic and behavioral support system at the local level. California strongly advocates for a MTSS framework as an example of a system-wide approach that promotes deeper knowledge of differentiated instruction to support the needs of all learners and provides targeted support for struggling learners.

California State Preschool Program

The California State Preschool Program (CSPP) provides both part-day and full-day services that provide a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The CSPP program is administered through LEAs, colleges, community-action agencies, and private nonprofit agencies.

After School Education and Safety Program

The After School Education and Safety program provides an opportunity to merge school reform strategies with community resources. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. It is the intent of the program to encourage schools and school districts to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally-driven before and after school education and enrichment programs.

Pupil Promotion and Retention

California's statutory requirements around pupil promotion and retention also contribute to the use of appropriate promotion practices. State law requires every school district to have a written Pupil Promotion and Retention (PPR) policy approved by the district's governing board. Consistent with *EC* Section 48070.5(b), a PPR policy needs to include students' grades and other indicators of academic achievement.

Creating a Positive School Climate

The California School Climate, Health, and Learning Survey (Cal-SCHLS) System was developed by WestEd. Cal-SCHLS is comprised of three interrelated surveys developed for and supported by the CDE:

- California Healthy Kids Survey (CHKS)
- California School Climate Survey (CSCS)
- California School Parent Survey (CSPS)

These surveys provide schools and districts with critical information about the learning and teaching environment, the health and well-being of students, and supports for parents, school staff, and students that foster learning and school success.

Local Activities

Each LEA is required to develop a LCAP in consultation with teachers, principals, administrators, other school personnel, local bargaining units, parents, and pupils to assess local needs, determine local goals, and develop a plan to achieve those goals. LEAs may utilize LCFF funds to support the continuous improvement of schools, educators, and student outcomes as related to any of the LCFF State Priorities, to meet locally determined needs. COEs review and support the development of LCAPs and local implementation of specific strategies described in local plans, providing technical assistance and support as needed.

Using ESSA Funds to Supplement California Investments

There are a number of elements that should be considered when making decisions regarding use of ESSA funds. First, the State must reserve sufficient state-level funds to meet statutory requirements; including, but not limited to, the proper distribution and

monitoring of LEA subgrants and the provision of technical assistance to LEAs regarding local use of funds for required and allowable activities. Second, ESSA funds are supplemental. That is, they are intended to improve outcomes for disadvantaged students, in addition to, not in place of, state investments.

Third, it will be important for the State to review and consider information from California stakeholders regarding elements they would like to see in the California ESSA State Plan in general and, more specifically, how they would like to see federal funds used. A great deal of stakeholder feedback was collected during Phase I of ESSA Stakeholder Engagement; the summary report is available as an SBE August information memorandum, available at <http://www.cde.ca.gov/be/pn/im/infomemoaug2016.asp>.

Finally, the structure of the Consolidated State Plan aims to encourage States to think comprehensively about implementation of the ESSA and leverage funding across included programs, remove “silos” between different funding streams, and support collaboration and efficiency across multiple programs. The U.S. Department of Education expressed this notion in the proposed regulations for the submission of consolidated state plans: “We seek to improve teaching and learning by encouraging greater cross-program coordination, planning, and service delivery; provide greater flexibility to State and local authorities through consolidated plans and reporting; and enhance the integration of programs under the ESEA, as amended by the ESSA, with State and local programs.”

In keeping with these considerations, several options that California might consider as it makes decisions regarding use of ESSA funds are provided below.

Options for Supplementing State-Level Activities to Support the Continuous Improvement of Schools

California is required to identify schools in need of additional assistance and reserve 7 percent of the LEA subgrant allocation for school improvement activities. These funds must be awarded to LEAs, using either a formula or competitive process, to support schools implementing comprehensive support and improvement activities or targeted support and improvement activities. Funds may be awarded to a consortium of LEAs. More information regarding school improvement under ESSA is provided in Section 6303 of U.S. Code, provided in Attachment 5.

1. California could use a portion of these funds to establish the California Support Network (CSN). The CSN will consist of integrated lead support teams located in 11 existing regional hubs. The integrated teams would include, but not be limited to, members consisting of:
 - CDE Title I field Teams
 - County Coordinators funded out of Title III or other federal programs
 - Other CDE field teams currently located at the county level

The primary goals of the CSN would include:

- Building the capacity of COEs to support school district LEAs working to improve student performance and progress outcomes in their Title I comprehensive and targeted support schools; and
- Effective allocation of federal resources to support county-led Title I school improvement efforts.

Integrating other Federal and State funds (CCEE, Title II, Title III, other Title I, Part A, etc.), California could use a portion of the 7 percent school improvement reservation to make subgrants to the CSN for technical assistance and support to subgrantees beginning in the 2017–18 school year.

2. California could design a Request for Applications (RFA) to award school improvement funds to eligible LEAs. In designing the RFA, California must meet the following ESSA requirements:
 - Make subgrants to LEAs that are of sufficient size and scope to fully and effectively support school improvement activities and supports, and that meet statutory requirements
 - Prioritize funding for LEAs that demonstrate the greatest need for the funds
 - Prioritize funding for LEAs that demonstrate the strongest commitment to use the funds to improve student outcomes.

Options for Supplementing State-Level Activities to Support Educator Excellence

1. Stakeholder feedback regarding support for educator excellence indicates that California should invest in ongoing professional development across disciplines for teachers and administrators. The CSMP, described earlier in this document, is a key component of California’s statewide professional learning infrastructure. The CSMP provides rigorous professional learning experiences for educators across the content areas, designed by K–12 and university educators to enhance learning for all students. The CDE recommends that California’s investment in the CSMP be maintained or expanded.
2. To respond to stakeholder feedback regarding additional supports for school leaders and strengthen the statewide system of professional learning supports, California could use the optional three percent set-aside of the Title II, Part A LEA subgrant allocation to establish the California Leadership Initiative (CLI). This new statewide regional network would focus on developing and providing professional learning and other comprehensive systems of support for principals and other school leaders to promote high-quality instruction and instructional leadership.

The CLI would emphasize the development of culturally competent individual leaders and leadership teams to guide and support teachers/staff in engaging

students in differentiated teaching and learning so that all students graduate ready for success in college and careers. The CLI would reference lessons from past and current leadership initiatives focused on student-centered improvements.

CLI activities could be shaped to support principals and other school leaders in schools identified for comprehensive or targeted support and be rolled out via a pilot process, reviewed, revised, and then offered statewide. The CLI would also facilitate a new network of school and other leaders who collaborate and (1) focus on a well-specified common aim, (2) develop a thorough understanding of a problem and its causes and a shared working theory to improve it, (3) apply evidence-based strategies and/or methods of improvement research to develop, test, and refine piloted interventions, and (4) organize to accelerate dissemination and integration into LEAs, schools, and other education contexts.

3. California educators have consistently called for improved access to trusted resources and the opportunity to collaborate in professional learning communities (PLCs) using those resources. California could utilize Title IV, Part A funds to further develop Collaboration in Common, an online platform designed to help support local, regional, and statewide agencies access the resources they are seeking, share the resources they are developing, and use research-based PLC practices to collaborate on how they are being used most effectively. Collaboration in Common will provide the informational technology backbone for the California Way, supporting collaborative team approaches and the idea that given the proper supports, local educators and agencies will achieve the positive education change they are seeking. Collaboration in Common will provide seamless access to valuable resources and PLC protocols to ALL California educators, building equity and narrowing achievement and opportunity gaps.
4. Many stakeholder comments and questions centered on support for broadening the “core” curriculum beyond math and reading to include civics, health and physical education, visual and performing arts, and career, technical and vocational education. California could utilize Title II, Part A and/or Title IV, Part A state activities funds to support teachers and principals to implement the state-adopted standards by providing professional learning opportunities based on California’s curriculum frameworks, and conducting research to identify resources and promising evidence-based practices used in schools successfully implementing the state-adopted standards. This research would cover educator professional development, curriculum and instruction, assessment practices, collaboration with partner agencies, or any other practices that have contributed to the successful implementation of state-adopted standards. Identified resources and practices would be shared with other state and local agencies and disseminated through Collaboration in Common, CDE Web pages, virtual or in-person conferences, and an online database tied to the LCAP evaluation rubrics statements of model practices.

Options for Supplementing State-Level Activities to Support All Students

1. Many stakeholders expressed a need for the State to better address the non-academic needs of students and families. California could utilize Title II, Part A and/or Title IV, Part A state activities funds to support teachers and principals to address the needs of the whole child. Building upon the CDE's work in promoting Whole Child Community Schools (WCCS), California could develop guidance for WCCS, identify and share successful WCCS strategies, and conduct training for teachers and principals seeking to implement the WCCS approach.
2. California could, after meaningful consultation with LEAs, choose to reserve three percent of the Title I, Part A LEA subgrant allocation for direct student services. More information regarding this option is available at the beginning of this document and in ESSA Section 6303(b) (as codified in U.S. Code), provided in Attachment 5 of this item.

Supplementing Local Activities to Support State Priorities

Under ESSA, LEAs have a great deal of flexibility and are encouraged to use federal funds to implement evidence-based strategies to address local needs. All California LEAs receiving funds under the ESEA are required to develop and implement an LEA Plan, the purpose of which is to develop an integrated, coordinated set of actions that LEAs will take to ensure that they meet certain programmatic requirements.

The CDE, with direction from the SBE, and in partnership with COEs and the CCEE, will provide direction, guidance, and training to LEAs in the development and implementation of the LEA Plan requirements, with a focus on ensuring that local plans are centered upon evidence-based strategies. Program offices within the CDE will provide guidance to LEAs for the inclusion of required programmatic elements, as applicable. COEs and the CDE will work collaboratively to determine that LEAs have included necessary descriptions as part of review and approval; COEs, the CDE, and/or the CCEE will work with the LEA to address any issues related to these plan elements when providing technical assistance. More information regarding LEA Plan requirements under ESSA is provided in ESSA Sections 6312 and 6826 (as codified in U.S. Code), provided in Attachment 5.

The SEA could further encourage LEAs to use supplemental Federal funds to support specific State priorities by developing and making available:

- Information regarding evidence-based strategies that support State priorities
- Documents that map State priorities to functional supports and Federal program focus areas;
- Examples to provide concrete explanations of how Federal and State resources can be productively and appropriately used to address State priorities; and

- A resource/guide for LEAs to maximize Federal and State resources through planning and implementation. This could be accomplished by building upon existing Quality Schooling Framework resources and/or other resources within CDE.

ESSA State Plan Development: Communications, Outreach, and Consultation with Stakeholders: July–August 2016

States are required to consult with diverse stakeholders at multiple points during the design, development, and implementation of their ESSA State Plans. The California Department of Education (CDE) is committed to ensuring a transparent transition to the new law and developing an ESSA State Plan that is informed by the voices of diverse Californians. A summary of communications, outreach, and consultation activities conducted by CDE staff in July and August 2016 is provided below.

Date: July 8, 2016

Meeting: ESSA State Plan Stakeholder Meeting: Inland Valley Region

Participants: Any interested member of the public, and CDE staff

Details:

CDE staff, with the support of San Bernardino Superintendent of Schools staff, presented an overview of the ESSA and the process and timeline to develop an ESSA State Plan. Participants engaged in facilitated small group discussions to share questions, concerns, and suggestions regarding the State Plan.

Date: August 10, 2016

Meeting: Advisory Commission on Special Education (ACSE) Meeting

Participants: ACSE members and staff, any interested member of the public, and CDE staff

Details:

CDE staff presented an overview of the ESSA and the process and timeline to develop an ESSA State Plan.

Date: August 12, 2016

Meeting: American Indian Oversight Committee Meeting

Participants: American Indian Oversight Committee members and CDE staff

Details:

CDE staff presented an overview of the ESSA and the process and timeline to develop an ESSA State Plan, including the requirement for tribal consultation.

Date: August 19, 2016

Meeting: State and Federal Program Directors Meeting

Participants: State and Federal Program Directors and CDE staff

Details:

CDE staff provided an update to the program directors regarding the development of the ESSA State Plan including information regarding federal regulations, the draft plan development timeline, opportunities to participate, and communication structures.

Date: August 24, 2016

Meeting: California Private Schools Advisory Committee

Participants: Committee Members and CDE staff

Details:

CDE staff presented an overview of the ESSA and the process and timeline to develop an ESSA State Plan. Members and CDE staff discussed the implications of private school equitable services requirements across ESSA programs.

Phase I Stakeholder Outreach Report

To inform ESSA State Plan development, the California Comprehensive Center at WestEd compiled and analyzed stakeholder input collected during Phase I of California's ESSA Stakeholder Engagement Plan. This report was presented to the SBE as an August information memorandum, available at <http://www.cde.ca.gov/be/pn/im/infomemoaug2016.asp>.

Other Communication Channels

Interest in California's ESSA communication channels is growing. Below is a table displaying the total number of Web page views for the CDE ESSA Web pages since their inception in March 2016.

March	April	May	June	July
2,715	5,376	7,803	12,259	8,963

Below is a table displaying the number of CDE ESSA listserv messages and the number of subscribers to the CDE ESSA listserv since its inception in April 2016.

	April	May	June	July
Listsersv Messages	4	6	5	4
Subscribers	299	562	931	1,061

ESSA Sections Related to LEA Plans and State and Local Uses of Funds as Codified in U.S. Code

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Title I, Part A

Section 6303. School improvement

(a) State reservations

To carry out subsection (b) and the State educational agency's statewide system of technical assistance and support for local educational agencies, each State shall reserve the greater of—

- (1) 7 percent of the amount the State receives under subpart 2 of part A; or
- (2) the sum of the amount the State—
 - (A) reserved for fiscal year 2016 under this subsection, as in effect on the day before December 10, 2015; and
 - (B) received for fiscal year 2016 under subsection (g), as in effect on the day before December 10, 2015.

(b) Uses

Of the amount reserved under subsection (a) for any fiscal year, the State educational agency—

- (1)(A) shall allocate not less than 95 percent of that amount to make grants to local educational agencies on a formula or competitive basis, to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 6311(d) of this title; or
- (B) may, with the approval of the local educational agency, directly provide for these activities or arrange for their provision through other entities such as school support teams, educational service agencies,

or nonprofit or for-profit external providers with expertise in using evidence-based strategies to improve student achievement, instruction, and schools; and

- (2) shall use the funds not allocated to local educational agencies under paragraph (1) to carry out this section, which shall include—
- (A) establishing the method, consistent with paragraph (1)(A), the State will use to allocate funds to local educational agencies under such paragraph, including ensuring—
 - (i) the local educational agencies receiving an allotment under such paragraph represent the geographic diversity of the State; and
 - (ii) that allotments are of sufficient size to enable a local educational agency to effectively implement selected strategies;
 - (B) monitoring and evaluating the use of funds by local educational agencies receiving an allotment under such paragraph; and
 - (C) as appropriate, reducing barriers and providing operational flexibility for schools in the implementation of comprehensive support and improvement activities or targeted support and improvement activities under section 6311(d) of this title.

(c) Duration

The State educational agency shall award each subgrant under subsection (b) for a period of not more than 4 years, which may include a planning year.

(d) Rule of construction

Nothing in this section shall be construed as prohibiting a State from allocating subgrants under this section to a statewide school district, consortium of local educational agencies, or an educational service agency that serves schools implementing comprehensive support and improvement activities or targeted support and improvement activities, if such entities are legally constituted or recognized as local educational agencies in the State.

(e) Application

To receive an allotment under subsection (b)(1), a local educational agency shall submit an application to the State educational agency at such time, in such form, and including such information as the State educational agency may require. Each application shall include, at a minimum—

- (1) a description of how the local educational agency will carry out its responsibilities under section 6311(d) of this title for schools receiving funds under this section, including how the local educational agency will—
 - (A) develop comprehensive support and improvement plans under section 6311(d)(1) of this title for schools receiving funds under this section;
 - (B) support schools developing or implementing targeted support and improvement plans under section 6311(d)(2) of this title, if funds received under this section are used for such purpose;
 - (C) monitor schools receiving funds under this section, including how the local educational agency will carry out its responsibilities under clauses (iv) and (v) of section 6311(d)(2)(B) of this title if funds

received under this section are used to support schools implementing targeted support and improvement plans;

(D) use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the local educational agency will partner;

(E) align other Federal, State, and local resources to carry out the activities supported with funds received under subsection (b)(1); and

(F) as appropriate, modify practices and policies to provide operational flexibility that enables full and effective implementation of the plans described in paragraphs (1) and (2) of section 6311(d) of this title; and

(2) an assurance that each school the local educational agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section.

(f) Priority

The State educational agency, in allocating funds to local educational agencies under this section, shall give priority to local educational agencies that—

(1) serve high numbers, or a high percentage of, elementary schools and secondary schools implementing plans under paragraphs (1) and (2) of section 6311(d) of this title;

(2) demonstrate the greatest need for such funds, as determined by the State; and

(3) demonstrate the strongest commitment to using funds under this section to enable the lowest-performing schools to improve student achievement and student outcomes.

(g) Unused funds

If, after consultation with local educational agencies in the State, the State educational agency determines that the amount of funds reserved to carry out subsection (b) is greater than the amount needed to provide the assistance described in that subsection, the State educational agency shall allocate the excess amount to local educational agencies in accordance with—

(1) the relative allocations the State educational agency made to those agencies for that fiscal year under subpart 2 of part A; or

(2) section 6338(c) of this title.

(h) Special rule

Notwithstanding any other provision of this section, the amount of funds reserved by the State educational agency under subsection (a) for fiscal year 2018 and each subsequent fiscal year shall not decrease the amount of funds each local educational agency receives under subpart 2 of part A below the amount received by such local educational agency under such subpart for the preceding fiscal year.

(i) Reporting

The State shall include in the report described in section 6311(h)(1) of this title a list of all the local educational agencies and schools that received funds under this section, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 6303b. Direct student services

(a) State reservation

(1) In general

(A) States

Each State educational agency, after meaningful consultation with geographically diverse local educational agencies described in subparagraph (B), may reserve not more than 3 percent of the amount the State educational agency receives under subpart 2 of part A for each fiscal year to carry out this section.

(B) Consultation

A State educational agency shall consult under subparagraph (A) with local educational agencies that include—

- (i) suburban, rural, and urban local educational agencies;
- (ii) local educational agencies serving a high percentage of schools identified by the State for comprehensive support and improvement under section 6311(c)(4)(D)(i) of this title; and
- (iii) local educational agencies serving a high percentage of schools implementing targeted support and improvement plans under section 6311(d)(2) of this title.

(2) Program administration

Of the funds reserved under paragraph (1)(A), the State educational agency may use not more than 1 percent to administer the program described in this section.

(b) Awards

(1) In general

From the amount reserved under subsection (a) by a State educational agency, the State educational agency shall award grants to geographically diverse local educational agencies described in subsection (a)(1)(B)(i).

(2) Priority

In making such awards, the State educational agency shall prioritize awards to local educational agencies serving the highest percentage of schools, as compared to other local educational agencies in the State—

- (A) identified by the State for comprehensive support and improvement under section 6311(c)(4)(D)(i) of this title; or
- (B) implementing targeted support and improvement plans under section 6311(d)(2) of this title.

(c) Local use of funds

A local educational agency receiving an award under this section—

- (1) may use not more than 1 percent of its award for outreach and communication to parents about available direct student services described in paragraph (3) in the local educational agency and State;
- (2) may use not more than 2 percent of its award for administrative costs related to such direct student services;
- (3) shall use the remainder of the award to pay the costs associated with one or more of the following direct student services—
 - (A) enrollment and participation in academic courses not otherwise available at a student's school, including—
 - (i) advanced courses; and

- (ii) career and technical education coursework that—
 - (I) is aligned with the challenging State academic standards; and
 - (II) leads to industry-recognized credentials that meet the quality criteria established by the State under section 3153(a) of title 29;
- (B) credit recovery and academic acceleration courses that lead to a regular high school diploma;
- (C) activities that assist students in successfully completing postsecondary level instruction and examinations that are accepted for credit at institutions of higher education (including Advanced Placement and International Baccalaureate courses), which may include reimbursing low-income students to cover part or all of the costs of fees for such examinations;
- (D) components of a personalized learning approach, which may include high-quality academic tutoring; and
- (E) in the case of a local educational agency that does not reserve funds under section 6311(d)(1)(D)(v) of this title, transportation to allow a student enrolled in a school identified for comprehensive support and improvement under section 6311(c)(4)(D)(i) of this title to transfer to another public school (which may include a charter school) that has not been identified by the State under such section; and
- (4) in paying the costs associated with the direct student services described in paragraph (3), shall—
 - (A) first, pay such costs for students who are enrolled in schools identified by the State for comprehensive support and improvement under section 6311(c)(4)(D)(i) of this title;
 - (B) second, pay such costs for low-achieving students who are enrolled in schools implementing targeted support and improvement plans under section 6311(d)(2) of this title; and
 - (C) with any remaining funds, pay such costs for other low-achieving students served by the local educational agency.

(d) Application

A local educational agency desiring to receive an award under subsection (b) shall submit an application to the State educational agency at such time and in such manner as the State educational agency shall require. At a minimum, each application shall describe how the local educational agency will—

- (1) provide adequate outreach to ensure parents can exercise a meaningful choice of direct student services for their child's education;
- (2) ensure parents have adequate time and information to make a meaningful choice prior to enrolling their child in a direct student service;
- (3) in the case of a local educational agency offering public school choice under this section, ensure sufficient availability of seats in the public schools the local educational agency will make available for public school choice options;
- (4) prioritize services to students who are lowest-achieving;
- (5) select providers of direct student services, which may include one or more of—

- (A) the local educational agency or other local educational agencies;
 - (B) community colleges or other institutions of higher education;
 - (C) non-public entities;
 - (D) community-based organizations; or
 - (E) in the case of high-quality academic tutoring, a variety of providers of such tutoring that are selected and approved by the State and appear on the State's list of such providers required under subsection (e)(2);
- (6) monitor the provision of direct student services; and
- (7) publicly report the results of direct student service providers in improving relevant student outcomes in a manner that is accessible to parents.

(e) Providers and schools

A State educational agency that reserves an amount under subsection (a) shall—

- (1) ensure that each local educational agency that receives an award under this section and intends to provide public school choice under subsection (c)(3)(E) can provide a sufficient number of options to provide a meaningful choice for parents;
- (2) compile and maintain an updated list of State-approved high-quality academic tutoring providers that—
 - (A) is developed using a fair negotiation and rigorous selection and approval process;
 - (B) provides parents with meaningful choices;
 - (C) offers a range of tutoring models, including online and on campus; and
 - (D) includes only providers that—
 - (i) have a demonstrated record of success in increasing students' academic achievement;
 - (ii) comply with all applicable Federal, State, and local health, safety, and civil rights laws; and
 - (iii) provide instruction and content that is secular, neutral, and non-ideological;
- (3) ensure that each local educational agency receiving an award is able to provide an adequate number of high-quality academic tutoring options to ensure parents have a meaningful choice of services;
- (4) develop and implement procedures for monitoring the quality of services provided by direct student service providers; and
- (5) establish and implement clear criteria describing the course of action for direct student service providers that are not successful in improving student academic outcomes, which, for a high-quality academic tutoring provider, may include a process to remove State approval under paragraph (2).

Section 6312. Local educational agency plans

(a) Plans required

(1) Subgrants

A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that—

- (A) is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this subchapter), other appropriate school personnel, and with parents of children in schools served under this part; and
- (B) as appropriate, is coordinated with other programs under this chapter, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.),¹ the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

(2) Consolidated application

The plan may be submitted as part of a consolidated application under section 7845 of this title.

(3) State approval

(A) In general

Each local educational agency plan shall be filed according to a schedule established by the State educational agency.

(B) Approval

The State educational agency shall approve a local educational agency's plan only if the State educational agency determines that the local educational agency's plan—

- (i) provides that schools served under this part substantially help children served under this part meet the challenging State academic standards; and
- (ii) meets the requirements of this section.

(4) Duration

Each local educational agency plan shall be submitted for the first year for which this part is in effect following December 10, 2015, and shall remain in effect for the duration of the agency's participation under this part.

(5) Review

Each local educational agency shall periodically review and, as necessary, revise its plan.

(6) Rule of construction

Consultation required under paragraph (1)(A) shall not interfere with the timely submission of the plan required under this section.

(b) Plan provisions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall describe—

- (1) how the local educational agency will monitor students' progress in meeting the challenging State academic standards by—
 - (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
 - (B) identifying students who may be at risk for academic failure;
 - (C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards; and
 - (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;
- (2) how the local educational agency will identify and address, as required under State plans as described in section 6311(g)(1)(B) of this title, any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers;
- (3) how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 6311(d) of this title;
- (4) the poverty criteria that will be used to select school attendance areas under section 6313 of this title;
- (5) in general, the nature of the programs to be conducted by such agency's schools under sections 6314 and 6315 of this title and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;
- (6) the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 6313(c)(3)(A) of this title, to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.);
- (7) the strategy the local educational agency will use to implement effective parent and family engagement under section 6318 of this title;
- (8) if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs;
- (9) how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program

- under section 6315 of this title, will identify the eligible children most in need of services under this part;
- (10) how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—
 - (A) through coordination with institutions of higher education, employers, and other local partners; and
 - (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;
 - (11) how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 6311(c)(2) of this title;
 - (12) if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate—
 - (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
 - (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and
 - (13) any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will—
 - (A) assist schools in identifying and serving gifted and talented students; and
 - (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

(c) Assurances

Each local educational agency plan shall provide assurances that the local educational agency will—

- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 6320 of this title, and timely and meaningful consultation with private school officials regarding such services;

- (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 9622(b)(3) of this title;
- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- (5) collaborate with the State or local child welfare agency to—
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
 - (B) by not later than 1 year after December 10, 2015, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 675(4)(A) of title 42; and
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II) the local educational agency agrees to pay for the cost of such transportation; or
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation; and ²
- (6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
- (7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

(d) Special rule

For local educational agencies using funds under this part for the purposes described in subsection (c)(7), the Secretary shall—

- (1) consult with the Secretary of Health and Human Services and establish procedures (taking into consideration existing State and local laws, and local teacher contracts) to assist local educational agencies to comply with such subsection; and
- (2) disseminate to local educational agencies the education performance standards in effect under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)), and such agencies affected by such subsection (c)(7) shall plan to comply with such subsection (taking into consideration existing State and local laws, and local teacher contracts), including by pursuing the availability of other Federal, State, and local funding sources to assist with such compliance.

(e) Parents right-to-know

(1) Information for parents

(A) In general

At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- (i) Whether the student's teacher—
 - (I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - (II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - (III) is teaching in the field of discipline of the certification of the teacher.
- (ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) Additional information

In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

- (i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and
- (ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

(2) Testing transparency

(A) In general

At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student

attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 6311(b)(2) of this title and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

(B) Additional information

Subject to subparagraph (C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency's website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 6311 of this title, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including—

- (i) the subject matter assessed;
- (ii) the purpose for which the assessment is designed and used;
- (iii) the source of the requirement for the assessment; and
- (iv) where such information is available—
 - (I) the amount of time students will spend taking the assessment, and the schedule for the assessment; and
 - (II) the time and format for disseminating results.

(C) Local educational agency that does not operate a website

In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.

(3) Language instruction

(A) Notice

Each local educational agency using funds under this part or subchapter III to provide a language instruction educational program as determined under subchapter III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of—

- (i) the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- (ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- (iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in

other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

- (iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- (v) how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- (vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- (vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
- (viii) information pertaining to parental rights that includes written guidance—
 - (I) detailing the right that parents have to have their child immediately removed from such program upon their request;
 - (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - (III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

(B) Special rule applicable during the school year

For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

(C) Parental participation

(i) In general

Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—

- (I) be involved in the education of their children; and
- (II) be active participants in assisting their children to—
 - (aa) attain English proficiency;
 - (bb) achieve at high levels within a well-rounded education; and

(cc) meet the challenging State academic standards expected of all students.

(ii) Regular meetings

Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or subchapter III.

(D) Basis for admission or exclusion

A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

(4) Notice and format

The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Title II, Part A

Section 6611(c). State uses of funds

(1) In general

Except as provided under paragraph (3), each State that receives an allotment under subsection (b) for a fiscal year shall reserve not less than 95 percent of such allotment to make subgrants to local educational agencies for such fiscal year, as described in section 6612 of this title.

(2) State administration

A State educational agency may use not more than 1 percent of the amount allotted to such State under subsection (b) for the administrative costs of carrying out such State educational agency's responsibilities under this part.

(3) Principals or other school leaders

Notwithstanding paragraph (1) and in addition to funds otherwise available for activities under paragraph (4), a State educational agency may reserve not more than 3 percent of the amount reserved for subgrants to local educational agencies under paragraph (1) for one or more of the activities for principals or other school leaders that are described in paragraph (4).

(4) State activities

(A) In general

The State educational agency for a State that receives an allotment under subsection (b) may use funds not reserved under paragraph (1) to carry out 1 or more of the activities described in subparagraph (B), which may be implemented in conjunction with a State agency of higher education (if such agencies are separate) and carried out through a grant or contract with a for-profit or nonprofit entity, including an institution of higher education.

(B) Types of State activities

The activities described in this subparagraph are the following:

- (i) Reforming teacher, principal, or other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that—
 - (I) teachers have the necessary subject-matter knowledge and teaching skills, as demonstrated through measures determined by the State, which may include teacher performance assessments, in the academic subjects that the teachers teach to help students meet challenging State academic standards;
 - (II) principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet such challenging State academic standards; and
 - (III) teacher certification or licensing requirements are aligned with such challenging State academic standards.
- (ii) Developing, improving, or providing assistance to local educational agencies to support the design and implementation of teacher, principal, or other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders, such as by—
 - (I) developing and disseminating high-quality evaluation tools, such as classroom observation rubrics, and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results;
 - (II) developing and providing training to principals, other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decisionmaking about professional development, improvement strategies, and personnel decisions; and
 - (III) developing a system for auditing the quality of evaluation and support systems.
- (iii) Improving equitable access to effective teachers.
- (iv) Carrying out programs that establish, expand, or improve alternative routes for State certification of teachers (especially for teachers of children with disabilities, English learners, science, technology, engineering, mathematics, or other areas where the State experiences a shortage of educators), principals, or other school leaders, for—
 - (I) individuals with a baccalaureate or master's degree, or other advanced degree;
 - (II) mid-career professionals from other occupations;
 - (III) paraprofessionals;
 - (IV) former military personnel; and

- (V) recent graduates of institutions of higher education with records of academic distinction who demonstrate the potential to become effective teachers, principals, or other school leaders.
- (v) Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities, such as through—
 - (I) opportunities for effective teachers to lead evidence-based (to the extent the State determines that such evidence is reasonably available) professional development for the peers of such effective teachers; and
 - (II) providing training and support for teacher leaders and principals or other school leaders who are recruited as part of instructional leadership teams.
- (vi) Fulfilling the State educational agency's responsibilities concerning proper and efficient administration and monitoring of the programs carried out under this part, including provision of technical assistance to local educational agencies.
- (vii) Developing, or assisting local educational agencies in developing—
 - (I) career opportunities and advancement initiatives that promote professional growth and emphasize multiple career paths, such as instructional coaching and mentoring (including hybrid roles that allow instructional coaching and mentoring while remaining in the classroom), school leadership, and involvement with school improvement and support;
 - (II) strategies that provide differential pay, or other incentives, to recruit and retain teachers in high-need academic subjects and teachers, principals, or other school leaders, in low-income schools and school districts, which may include performance-based pay systems; and
 - (III) new teacher, principal, or other school leader induction and mentoring programs that are, to the extent the State determines that such evidence is reasonably available, evidence-based, and designed to—
 - (aa) improve classroom instruction and student learning and achievement, including through improving school leadership programs; and
 - (bb) increase the retention of effective teachers, principals, or other school leaders.
- (viii) Providing assistance to local educational agencies for the development and implementation of high-quality professional development programs for principals that enable the principals to be effective and prepare all students to meet the challenging State academic standards.

- (ix) Supporting efforts to train teachers, principals, or other school leaders to effectively integrate technology into curricula and instruction, which may include training to assist teachers in implementing blended learning (as defined in section 7112(1) of this title) projects.
- (x) Providing training, technical assistance, and capacity-building to local educational agencies that receive a subgrant under this part.
- (xi) Reforming or improving teacher, principal, or other school leader preparation programs, such as through establishing teacher residency programs and school leader residency programs.
- (xii) Establishing or expanding teacher, principal, or other school leader preparation academies, with an amount of the funds described in subparagraph (A) that is not more than 2 percent of the State's allotment, if—
 - (I) allowable under State law;
 - (II) the State enables candidates attending a teacher, principal, or other school leader preparation academy to be eligible for State financial aid to the same extent as participants in other State-approved teacher or principal preparation programs, including alternative certification, licensure, or credential programs; and
 - (III) the State enables teachers, principals, or other school leaders who are teaching or working while on alternative certificates, licenses, or credentials to teach or work in the State while enrolled in a teacher, principal, or other school leader preparation academy.
- (xiii) Supporting the instructional services provided by effective school library programs.
- (xiv) Developing, or assisting local educational agencies in developing, strategies that provide teachers, principals, or other school leaders with the skills, credentials, or certifications needed to educate all students in postsecondary education coursework through early college high school or dual or concurrent enrollment programs.
- (xv) Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.
- (xvi) Supporting opportunities for principals, other school leaders, teachers, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in joint efforts to address the transition to elementary school, including issues related to school readiness.
- (xvii) Developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science.

- (xviii) Supporting the professional development and improving the instructional strategies of teachers, principals, or other school leaders to integrate career and technical education content into academic instructional practices, which may include training on best practices to understand State and regional workforce needs and transitions to postsecondary education and the workforce.
- (xix) Enabling States, as a consortium, to voluntarily develop a process that allows teachers who are licensed or certified in a participating State to teach in other participating States without completing additional licensure or certification requirements, except that nothing in this clause shall be construed to allow the Secretary to exercise any direction, supervision, or control over State teacher licensing or certification requirements.
- (xx) Supporting and developing efforts to train teachers on the appropriate use of student data to ensure that individual student privacy is protected as required by section 1232g of this title (commonly known as the "Family Educational Rights and Privacy Act of 1974") and in accordance with State student privacy laws and local educational agency student privacy and technology use policies.
- (xxi) Supporting other activities identified by the State that are, to the extent the State determines that such evidence is reasonably available, evidence-based and that meet the purpose of this subchapter.

Section 6613. Local uses of funds

(a) In general

A local educational agency that receives a subgrant under section 6612 of this title shall use the funds made available through the subgrant to develop, implement, and evaluate comprehensive programs and activities described in subsection (b), which may be carried out—

- (1) through a grant or contract with a for-profit or nonprofit entity; or
- (2) in partnership with an institution of higher education or an Indian tribe or tribal organization (as such terms are defined under section 450b of title 25).

(b) Types of activities

The programs and activities described in this subsection—

- (1) shall be in accordance with the purpose of this subchapter;
- (2) shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students; and
- (3) may include, among other programs and activities—
 - (A) developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that—
 - (i) is based in part on evidence of student achievement, which may include student growth; and

- (ii) shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders;
- (B) developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 6311(g)(1)(B) of this title, such as initiatives that provide—
 - (i) expert help in screening candidates and enabling early hiring;
 - (ii) differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems;
 - (iii) teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;
 - (iv) new teacher, principal, or other school leader induction and mentoring programs that are designed to—
 - (I) improve classroom instruction and student learning and achievement; and
 - (II) increase the retention of effective teachers, principals, or other school leaders;
 - (v) the development and provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decisionmaking about professional development, improvement strategies, and personnel decisions; and
 - (vi) a system for auditing the quality of evaluation and support systems;
- (C) recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;
- (D) reducing class size to a level that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers;
- (E) providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving

- teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to—
- (i) effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);
 - (ii) use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 1232g of this title (commonly known as the "Family Educational Rights and Privacy Act of 1974") and State and local policies and laws in the use of such data;
 - (iii) effectively engage parents, families, and community partners, and coordinate services between school and community;
 - (iv) help all students develop the skills essential for learning readiness and academic success;
 - (v) develop policy with school, local educational agency, community, or State leaders; and
 - (vi) participate in opportunities for experiential learning through observation;
- (F) developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and English learners, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and English learners can meet the challenging State academic standards;
- (G) providing programs and activities to increase—
- (i) the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and
 - (ii) the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;
- (H) providing training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;
- (I) carrying out in-service training for school personnel in—
- (i) the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;

- (ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate;
 - (iii) forming partnerships between school-based mental health programs and public or private mental health organizations; and
 - (iv) addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism;
- (J) providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—
- (i) early entrance to kindergarten;
 - (ii) enrichment, acceleration, and curriculum compacting activities; and
 - (iii) dual or concurrent enrollment programs in secondary school and postsecondary education;
- (K) supporting the instructional services provided by effective school library programs;
- (L) providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;
- (M) developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science;
- (N) developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback;
- (O) providing high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce; and
- (P) carrying out other activities that are evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this subchapter.

Title III, Part A

Section 6821(b). Use of funds

(1) Subgrants to eligible entities

The Secretary may make a grant under subsection (a) of this section only if the State educational agency involved agrees to expend at least 95 percent of the State educational agency's allotment under subsection (c) of this section for a fiscal year—

- (A) to award subgrants, from allocations under section 6824 of this title, to eligible entities to carry out the activities described in section 6825 of this title (other than subsection (e)); and
- (B) to award subgrants under section 6824(d)(1) of this title to eligible entities that are described in that section to carry out the activities described in section 6825(e) of this title.

(2) State activities

Subject to paragraph (3), each State educational agency receiving a grant under subsection (a) of this section may reserve not more than 5 percent of the agency's allotment under subsection (c) of this section to carry out one or more of the following activities:

- (A) Establishing and implementing, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, standardized statewide entrance and exit procedures, including a requirement that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.
- (B) Providing effective teacher and principal preparation, effective professional development activities, and other effective activities related to the education of English learners, which may include assisting teachers, principals, and other educators in—
 - (i) meeting State and local certification and licensing requirements for teaching English learners; and
 - (ii) improving teaching skills in meeting the diverse needs of English learners, including how to implement effective programs and curricula on teaching English learners.
- (C) Planning, evaluation, administration, and interagency coordination related to the subgrants referred to in paragraph (1).
- (D) Providing technical assistance and other forms of assistance to eligible entities that are receiving subgrants from a State educational agency under this subpart, including assistance in—
 - (i) identifying and implementing effective language instruction educational programs and curricula for teaching English learners;
 - (ii) helping English learners meet the same challenging State academic standards that all children are expected to meet;
 - (iii) identifying or developing, and implementing, measures of English proficiency; and
 - (iv) strengthening and increasing parent, family, and community engagement in programs that serve English learners.
- (E) Providing recognition, which may include providing financial awards, to recipients of subgrants under section 6825 of this title that have

significantly improved the achievement and progress of English learners in meeting—

- (i) the State-designed long-term goals established under section 6311(c)(4)(A)(ii) of this title, including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessment under section 6311(b)(2)(G) of this title; and
- (ii) the challenging State academic standards.

(3) Direct administrative expenses

From the amount reserved under paragraph (2), a State educational agency may use not more than 50 percent of such amount or \$175,000, whichever is greater, for the planning and direct administrative costs of carrying out paragraphs (1) and (2).

(c) Reservations and allotments

(1) Reservations

From the amount appropriated under section 6801 of this title for each fiscal year, the Secretary shall reserve—

- (A) 0.5 percent or \$5,000,000 of such amount, whichever is greater, for payments to eligible entities that are defined under section 6822(a) of this title for activities, approved by the Secretary, consistent with this subpart;
- (B) 0.5 percent of such amount for payments to outlying areas, to be allotted in accordance with their respective needs for assistance under this subpart, as determined by the Secretary, for activities, approved by the Secretary, consistent with this subpart; and
- (C) 6.5 percent of such amount for national activities under sections 6861 and 7013 of this title, except that not more than \$2,000,000 of such amount may be reserved for the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs described in section 7013 of this title.

(2) State allotments

(A) In general

Except as provided in subparagraph (B), from the amount appropriated under section 6801 of this title for each fiscal year that remains after making the reservations under paragraph (1), the Secretary shall allot to each State educational agency having a plan approved under section 6823(c) of this title—

- (i) an amount that bears the same relationship to 80 percent of the remainder as the number of English learners in the State bears to the number of English learners in all States, as determined in accordance with paragraph (3)(A); and
- (ii) an amount that bears the same relationship to 20 percent of the remainder as the number of immigrant children and youth in the State bears to the number of such children and youth in all States, as determined in accordance with paragraph (3)(B).

(B) Minimum allotments

No State educational agency shall receive an allotment under this paragraph that is less than \$500,000.

(C) Reallotment

If any State educational agency described in subparagraph (A) does not submit a plan to the Secretary for a fiscal year, or submits a plan (or any amendment to a plan) that the Secretary, after reasonable notice and opportunity for a hearing, determines does not satisfy the requirements of this subpart, the Secretary—

- (i) shall endeavor to make the State's allotment available on a competitive basis to specially qualified agencies within the State to satisfy the requirements of section 6825 of this title (and any additional requirements that the Secretary may impose), consistent with the purposes of such section, and to carry out required and authorized activities under such section; and
- (ii) shall reallot any portion of such allotment remaining after the application of clause (i) to the remaining State educational agencies in accordance with subparagraph (A).

(D) Special rule for Puerto Rico

The total amount allotted to Puerto Rico for any fiscal year under subparagraph (A) shall not exceed 0.5 percent of the total amount allotted to all States for that fiscal year.

(3) Use of data for determinations

In making State allotments under paragraph (2) for each fiscal year, the Secretary shall—

- (A) determine the number of English learners in a State and in all States, using the most accurate, up-to-date data, which shall be—
 - (i) data available from the American Community Survey conducted by the Department of Commerce, which may be multiyear estimates;
 - (ii) the number of students being assessed for English language proficiency, based on the State's English language proficiency assessment under section 6311(b)(2)(G) of this title, which may be multiyear estimates; or
 - (iii) a combination of data available under clauses (i) and (ii); and
- (B) determine the number of immigrant children and youth in the State and in all States based only on data available from the American Community Survey conducted by the Department of Commerce, which may be multiyear estimates.

Section 6824. Within-State allocations

(a) In general

After making the reservation required under subsection (d)(1), each State educational agency receiving a grant under section 6821(c)(2) of this title shall award subgrants for a fiscal year by allocating in a timely manner to each eligible entity in the State having a plan approved under section 6826 of this title an amount that bears the same relationship to the amount received under the grant and remaining after making such reservation as the population of English learners in schools served by the

eligible entity bears to the population of English learners in schools served by all eligible entities in the State.

(b) Limitation

A State educational agency shall not award a subgrant from an allocation made under subsection (a) of this section if the amount of such subgrant would be less than \$10,000.

(c) Reallocation

Whenever a State educational agency determines that an amount from an allocation made to an eligible entity under subsection (a) of this section for a fiscal year will not be used by the entity for the purpose for which the allocation was made, the agency shall, in accordance with such rules as it determines to be appropriate, reallocate such amount, consistent with such subsection, to other eligible entities in the State that the agency determines will use the amount to carry out that purpose.

(d) Required reservation

A State educational agency receiving a grant under this subpart for a fiscal year—

- (1) shall reserve not more than 15 percent of the agency's allotment under section 6821(c)(2) of this title to award subgrants to eligible entities in the State that have experienced a significant increase, as compared to the average of the 2 preceding fiscal years, in the percentage or number of immigrant children and youth, who have enrolled, during the fiscal year for which the subgrant is made, in public and nonpublic elementary schools and secondary schools in the geographic areas under the jurisdiction of, or served by, such entities; and
- (2) in awarding subgrants under paragraph (1)—
 - (A) shall equally consider eligible entities that satisfy the requirement of such paragraph but have limited or no experience in serving immigrant children and youth; and
 - (B) shall consider the quality of each local plan under section 6826 of this title and ensure that each subgrant is of sufficient size and scope to meet the purposes of this part.

Section 6825. Subgrants to eligible entities

(a) Purposes of subgrants

A State educational agency may make a subgrant to an eligible entity from funds received by the agency under this subpart only if the entity agrees to expend the funds to improve the education of English learners by assisting the children to learn English and meet the challenging State academic standards. In carrying out activities with such funds, the eligible entity shall use effective approaches and methodologies for teaching English learners and immigrant children and youth for the following purposes:

- (1) Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.

- (2) Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth.
- (3) Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.
- (4) Implementing, within the entire jurisdiction of a local educational agency, agencywide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

(b) Direct administrative expenses

Each eligible entity receiving funds under section 6824(a) of this title for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart.

(c) Required subgrantee activities

An eligible entity receiving funds under section 6824(a) of this title shall use the funds—

- (1) to increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing—
 - (A) English language proficiency; and
 - (B) student academic achievement;
- (2) to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is—
 - (A) designed to improve the instruction and assessment of English learners;
 - (B) designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
 - (C) effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
 - (D) of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's

- supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate; and
- (3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which—
 - (A) shall include parent, family, and community engagement activities; and
 - (B) may include strategies that serve to coordinate and align related programs.

(d) Authorized subgrantee activities

Subject to subsection (c), an eligible entity receiving funds under section 6824(a) of this title may use the funds to achieve any of the purposes described in subsection (a) by undertaking 1 or more of the following activities:

- (1) Upgrading program objectives and effective instructional strategies.
- (2) Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.
- (3) Providing to English learners—
 - (A) tutorials and academic or career and technical education; and
 - (B) intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators.
- (4) Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families—
 - (A) to improve the English language skills of English learners; and
 - (B) to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.
- (7) Improving the instruction of English learners, which may include English learners with a disability, by providing for—
 - (A) the acquisition or development of educational technology or instructional materials;
 - (B) access to, and participation in, electronic networks for materials, training, and communication; and
 - (C) incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this subpart.
- (8) Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

(9) Carrying out other activities that are consistent with the purposes of this section.

(e) Activities by agencies experiencing substantial increases in immigrant children and youth

(1) In general

An eligible entity receiving funds under section 6824(d)(1) of this title shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include—

- (A) family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;
- (B) recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- (D) identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds;
- (E) basic instructional services that are directly attributable to the presence of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services;
- (F) other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- (G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

(2) Duration of subgrants

The duration of a subgrant made by a State educational agency under section 6824(d)(1) of this title shall be determined by the agency in its discretion.

(f) Selection of method of instruction

(1) In general

To receive a subgrant from a State educational agency under this subpart, an eligible entity shall select one or more methods or forms of effective instruction to be used in the programs and activities undertaken by the entity to assist English learners to attain English language proficiency and meet challenging State academic standards.

(2) Consistency

The selection described in paragraph (1) shall be consistent with sections 6845 through 6847 of this title.

(g) Supplement, not supplant

Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

Section 6826. Local plans

(a) Plan required

Each eligible entity desiring a subgrant from the State educational agency under section 6824 of this title shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require.

(b) Contents

Each plan submitted under subsection (a) of this section shall—

- (1) describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards;
- (2) describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in—
 - (A) achieving English proficiency based on the State's English language proficiency assessment under section 6311(b)(2)(G) of this title, consistent with the State's long-term goals, as described in section 6311(c)(4)(A)(ii) of this title; and
 - (B) meeting the challenging State academic standards;
- (3) describe how the eligible entity will promote parent, family, and community engagement in the education of English learners;
- (4) contain assurances that—
 - (A) each local educational agency that is included in the eligible entity is complying with section 6312(e) of this title prior to, and throughout, each school year as of the date of application;
 - (B) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 6846 and 6847 of this title;
 - (C) the eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
 - (D) the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head

Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

(c) Teacher English fluency

Each eligible entity receiving a subgrant under section 6824 of this title shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.

Title IV, Part A

Section 7114. State use of funds

(a) In general

Each State that receives an allotment under section 7113 of this title for a fiscal year shall—

- (1) reserve not less than 95 percent of the allotment to make allocations to local educational agencies under section 7115 of this title;
- (2) reserve not more than 1 percent of the allotment for the administrative costs of carrying out its responsibilities under this subpart, including public reporting on how funds made available under this subpart are being expended by local educational agencies, including the degree to which the local educational agencies have made progress toward meeting the objectives and outcomes described in section 7116(e)(1)(E) of this title; and
- (3) use the amount made available to the State and not reserved under paragraphs (1) and (2) for activities described in subsection (b).

(b) State activities

Each State that receives an allotment under section 7113 of this title shall use the funds available under subsection (a)(3) for activities and programs designed to meet the purposes of this subpart, which may include—

- (1) providing monitoring of, and training, technical assistance, and capacity building to, local educational agencies that receive an allotment under section 7115 of this title;
- (2) identifying and eliminating State barriers to the coordination and integration of programs, initiatives, and funding streams that meet the purposes of this subpart, so that local educational agencies can better coordinate with other agencies, schools, and community-based services and programs; or
- (3) supporting local educational agencies in providing programs and activities that—
 - (A) offer well-rounded educational experiences to all students, as described in section 7117 of this title, including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects, which may include—
 - (i) increasing student access to and improving student engagement and achievement in—

- (I) high-quality courses in science, technology, engineering, and mathematics, including computer science;
- (II) activities and programs in music and the arts;
- (III) foreign languages;
- (IV) accelerated learning programs that provide—
 - (aa) postsecondary level courses accepted for credit at institutions of higher education, including dual or concurrent enrollment programs, and early college high schools; or
 - (bb) postsecondary level instruction and examinations that are accepted for credit at institutions of higher education, including Advanced Placement and International Baccalaureate programs;
- (V) American history, civics, economics, geography, social studies, or government education;
- (VI) environmental education; or
- (VII) other courses, activities, and programs or other experiences that contribute to a well-rounded education; or
- (ii) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, as described in clause (i)(IV);
- (B) foster safe, healthy, supportive, and drug-free environments that support student academic achievement, as described in section 7118 of this title, which may include—
 - (i) coordinating with any local educational agencies or consortia of such agencies implementing a youth PROMISE plan to reduce exclusionary discipline, as described in section 7118(5)(F) of this title;
 - (ii) supporting local educational agencies to—
 - (I) implement mental health awareness training programs that are evidence-based (to the extent the State determines that such evidence is reasonably available) to provide education to school personnel regarding resources available in the community for students with mental illnesses and other relevant resources relating to mental health or the safe de-escalation of crisis situations involving a student with a mental illness; or
 - (II) expand access to or coordinate resources for school-based counseling and mental health programs, such as through school-based mental health services partnership programs;
 - (iii) providing local educational agencies with resources that are evidence-based (to the extent the State determines that such evidence is reasonably available) addressing ways to integrate health and safety practices into school or athletic programs; and
 - (iv) disseminating best practices and evaluating program outcomes relating to any local educational agency activities to promote student safety and violence prevention through effective communication as described in section 7118(5)(C)(iv) of this title; and
- (C) increase access to personalized, rigorous learning experiences supported by technology by—

- (i) providing technical assistance to local educational agencies to improve the ability of local educational agencies to—
 - (I) identify and address technology readiness needs, including the types of technology infrastructure and access available to the students served by the local educational agency, including computer devices, access to school libraries, Internet connectivity, operating systems, software, related network infrastructure, and data security;
 - (II) use technology, consistent with the principles of universal design for learning, to support the learning needs of all students, including children with disabilities and English learners; and
 - (III) build capacity for principals, other school leaders, and local educational agency administrators to support teachers in using data and technology to improve instruction and personalize learning;
- (ii) supporting schools in rural and remote areas to expand access to high-quality digital learning opportunities;
- (iii) developing or using strategies that are innovative or evidence-based (to the extent the State determines that such evidence is reasonably available) for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology, which may include increased access to online dual or concurrent enrollment opportunities, career and technical courses, and programs leading to a recognized postsecondary credential (as defined in section 3102 of title 29);
- (iv) disseminating promising practices related to technology instruction, data security, and the acquisition and implementation of technology tools and applications, including through making such promising practices publicly available on the website of the State educational agency;
- (v) providing teachers, paraprofessionals, school librarians and media personnel, specialized instructional support personnel, and administrators with the knowledge and skills to use technology effectively, including effective integration of technology, to improve instruction and student achievement, which may include coordination with teacher, principal, and other school leader preparation programs; and
- (vi) making instructional content widely available through open educational resources, which may include providing tools and processes to support local educational agencies in making such resources widely available.

(c) Special rule

A State that receives a grant under this subpart for fiscal year 2017 may use the amount made available to the State and not reserved under paragraphs (1) and (2) of subsection (a) for such fiscal year to cover part or all of the fees for accelerated

learning examinations taken by low-income students during the 2016-2017 school year, in accordance with subsection (b)(3)(A)(ii).

Section 7114. Activities to support well-rounded educational opportunities

(a) In general

Subject to section 7116(f) of this title, each local educational agency, or consortium of such agencies, that receives an allocation under section 7115(a) of this title shall use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that—

- (1) are coordinated with other schools and community-based services and programs;
- (2) may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this section; and
- (3) may include programs and activities, such as—
 - (A) college and career guidance and counseling programs, such as—
 - (i) postsecondary education and career awareness and exploration activities;
 - (ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and
 - (iii) financial literacy and Federal financial aid awareness activities;
 - (B) programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution;
 - (C) programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as "STEM subjects") such as—
 - (i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses;
 - (ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions);
 - (iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students' understanding of the STEM subjects;
 - (iv) supporting the creation and enhancement of STEM-focused specialty schools;

- (v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects; and
 - (vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education;
- (D) efforts to raise student academic achievement through accelerated learning programs described in section 7114(b)(3)(A)(i)(IV) of this title, such as—
- (i) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations; or
 - (ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses;
- (E) activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education;
- (F) foreign language instruction;
- (G) environmental education;
- (H) programs and activities that promote volunteerism and community involvement;
- (I) programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; or
- (J) other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.

(b) Special rule

A local educational agency, or consortium of such agencies, that receives a subgrant under this subpart for fiscal year 2017 may use such funds to cover part or all of the fees for accelerated learning examinations taken by low-income students during the 2016-2017 school year, in accordance with subsection (a)(3)(D).

Section 7118. Activities to support safe and healthy students

Subject to section 7116(f) of this title, each local educational agency, or consortium of such agencies, that receives an allocation under section 7115(a) of this title shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that—

- (1) are coordinated with other schools and community-based services and programs;
- (2) foster safe, healthy, supportive, and drug-free environments that support student academic achievement;
- (3) promote the involvement of parents in the activity or program;

- (4) may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; and
- (5) may include, among other programs and activities—
 - (A) drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including—
 - (i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and
 - (ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention;
 - (B) in accordance with sections 7101 and 7121 of this title—
 - (i) school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers; and
 - (ii) school-based mental health services partnership programs that—
 - (I) are conducted in partnership with a public or private mental health entity or health care entity; and
 - (II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are—
 - (aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available);
 - (bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and
 - (cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise;
 - (C) programs or activities that—
 - (i) integrate health and safety practices into school or athletic programs;
 - (ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students;
 - (iii) help prevent bullying and harassment;

- (iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment;
 - (v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse;
 - (vi) establish or improve school dropout and re-entry programs; or
 - (vii) establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports;
- (D) high-quality training for school personnel, including specialized instructional support personnel, related to—
- (i) suicide prevention;
 - (ii) effective and trauma-informed practices in classroom management;
 - (iii) crisis management and conflict resolution techniques;
 - (iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 7102 of title 22);
 - (v) school-based violence prevention strategies;
 - (vi) drug abuse prevention, including educating children facing substance abuse at home; and
 - (vii) bullying and harassment prevention;
- (E) in accordance with sections 7101 and 7121 of this title, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—
- (i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and
 - (ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child;
- (F) designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—
- (i) is consistent with best practices;
 - (ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and
 - (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a "youth PROMISE plan"; or

- (G) implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning;
- (H) designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as—
 - (i) establishing partnerships within the community to provide resources and support for schools;
 - (ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and
 - (iii) strengthening relationships between schools and communities; or
- (I) pay for success initiatives aligned with the purposes of this section.

Section 7119. Activities to support the effective use of technology

(a) Uses of funds

Subject to section 7116(f) of this title, each local educational agency, or consortium of such agencies, that receives an allocation under section 7115(a) ¹ of this title shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, including by meeting the needs of such agency or consortium that are identified in the needs assessment conducted under section 7116(d) of this title (if applicable), which may include—

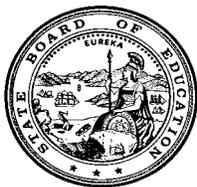
- (1) providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—
 - (A) personalize learning to improve student academic achievement;
 - (B) discover, adapt, and share relevant high-quality educational resources;
 - (C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies; and
 - (D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning;
- (2) building technological capacity and infrastructure, which may include—
 - (A) procuring content and ensuring content quality; and
 - (B) purchasing devices, equipment, and software applications in order to address readiness shortfalls;
- (3) developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology;
- (4) carrying out blended learning projects, which shall include—
 - (A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information

technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or

- (B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project;
- (5) providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and
- (6) providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators.

(b) Special rule

A local educational agency, or consortium of such agencies, shall not use more than 15 percent of funds for purchasing technology infrastructure as described in subsection (a)(2)(B), which shall include technology infrastructure purchased for the activities under subsection (a)(4)(A).



CALIFORNIA STATE BOARD OF EDUCATION SEPTEMBER 2016 AGENDA

SUBJECT STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; and officer nominations and/or elections; State Board appointments and direction to staff; declaratory and commendatory resolutions; Bylaw review and revision; Board policy; approval of minutes; Board liaison reports; training of Board members; and other matters of interest.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
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SUMMARY OF THE ISSUE(S)

1. SBE Draft Preliminary Report of Actions/Minutes for the July 13-14, 2016 meeting
2. Board member liaison reports

RECOMMENDATION

The SBE staff recommends that the SBE approve the Preliminary Report of Actions/Minutes for the July 13-14, 2016, meeting (Attachment 1).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At each regular meeting, the State Board has traditionally had an agenda item under which to address "housekeeping" matters, such as agenda planning; non-closed session litigation updates; non-controversial proclamations and resolutions; bylaw and Board policy review and revision; Board minutes; Board liaison reports; and other matters of interest. The State Board has asked that this item be placed appropriately on each agenda.

FISCAL ANALYSIS (AS APPROPRIATE)

Not applicable.

ATTACHMENT(S)

Attachment 1: State Board of Education Draft Preliminary Report of Actions/Minutes for the July 13-14, 2016 meeting (30 Pages) may be viewed at the following link: <http://www.cde.ca.gov/be/mt/ms/>.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

SUBJECT	
California Assessment of Student Performance and Progress: Approve the State Superintendent of Public Instruction Recommended Achievement Standard Setting for the California Alternate Assessment English Language Arts and Mathematics Levels 1, 2, and 3; Approve the Proposed High-Level Test Design for the California Spanish Assessment; and Provide an Update on Program Activities Related to the California Assessment of Student Performance and Progress System.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

This agenda item reflects the collaborative efforts of several divisions within the California Department of Education (CDE) to provide an update on the California Assessment of Student Performance and Progress (CAASPP) System, and is an action item to seek approval of the State Superintendent of Public Instruction (SSPI) recommended achievement standard setting for the California Alternate Assessment (CAA) for English language arts (ELA) and mathematics levels 1, 2, and 3, and the proposed high-level test design for the California Spanish Assessment (CSA).

RECOMMENDATIONS

The CDE recommends that the State Board of Education (SBE) adopt the SSPI's proposed levels for the CAAs for ELA and mathematics levels 1, 2, and 3.

The CDE also recommends that the SBE approve the *Proposed High-Level Test Design for the California Spanish Assessment*, which is inclusive of, but not limited to, the purpose of the assessment, its target population, and a test development timeline.

The SBE approval of the high-level test design for the California Spanish Assessment will allow the test development activities included in the CAASPP assessment administration contract to continue.

BRIEF HISTORY OF KEY ISSUES

CURRENT HIGHLIGHTS

- The CDE launched the newly revised CAASPP Results Web site (<http://caaspp.cde.ca.gov/>) on August 24 that includes additional features; for

example, users are able to view a comparison of results across different entities and change over time.

- Overall, all California students made real progress in just the second year of CAASPP, showing across-the-board gains on tests designed to gauge their preparation for college and career.
- In August 2016, California educators were involved in recommending threshold scores for the CAA for ELA and mathematics that are included in this item for SBE action.

Update on 2015–16 Administration of CAASPP

The CDE public release of the second operational administration of the Smarter Balanced Summative Assessments took place on August 24, 2016. The news release announcing the public release may be found on the CDE News Releases Web page at <http://www.cde.ca.gov/nr/ne/yr16>. The CDE redesigned the CAASPP Results Web site to accommodate new assessments as they become available, along with two new features. The first feature allows users to view results from the previous year with the current year scores. The second feature allows users to select up to three entities (e.g., school, district, county, or state) to view their results side by side. The CAASPP Results Web site may be found at <http://caaspp.cde.ca.gov/>. The legacy assessments (i.e., California Standards Tests for Science, California Alternate Performance Assessments [CAPA] for Science, and Standards-based Tests in Spanish for Reading Language Arts) will be reported using the same platform as in previous years and will be released in the fall.

In an ongoing effort to improve support to local educational agencies (LEAs) for the 2016–17 test administration and beyond, Educational Testing Service (ETS) used two modes of outreach, both an online survey and focus groups, to learn about LEA experiences in the second operational administration of the online assessments that took place January 19 through July 26, 2016. The CDE will provide the findings from the online survey and focus groups, and the resulting recommendations for improvement in an October Information Memorandum.

CAASPP in Action

In August 2016, the CDE launched the *CAASPP in Action* series—a new resource in which LEAs share their successes, challenges, and lessons learned while implementing the CAASPP System. The series is comprised of reports documenting the strategic implementation by LEAs of one or more components of the CAASPP System (e.g., interim assessments, Digital Library). Each report includes a district profile, implementation goals, lessons learned, and next steps in an effort to continuously improve teaching and learning. These resources are available on the CDE CAASPP in Action Web page at <http://www.cde.ca.gov/ta/tg/ca/caasppinaction.asp>.

Summer Hand-Scoring Workshops

In July and August 2016, ETS conducted eight one-day CAASPP Summer Hand-Scoring Workshops throughout California. These workshops provided training to educators in scoring constructed-response items and performance tasks for the English language arts/literacy and mathematics tests. The interactive sessions allowed educators to gain a deeper understanding of the Smarter Balanced rubrics and apply their knowledge to score student responses. Over 870 educators attended one of the eight workshops.

Assessment and Accountability Information Meeting (North/South)

Annual Assessment and Accountability Information Meetings hosted by the CDE will be held September 27, 2016 and October 4, 2016, respectively. The meetings will be held in Sacramento and Ontario, and are attended by LEA testing coordinators. Participation in the live meetings, as well as the live broadcast, is expected to exceed 1,200 participants.

Further information about the 2016 Assessment and Accountability Information Meetings may be found on the CDE 2016 Assessment and Accountability Information Meetings Web Page at <http://www.cde.ca.gov/ta/tg/ai/infomeeting.asp>.

Smarter Balanced Digital Library Update

A Web-based interface that will allow educators to self-register for a Digital Library account is under development by Smarter Balanced and expected to be available later this school year. Currently, only LEA CAASPP coordinators can create a Digital Library account for educators within their LEA. The new self-registration interface will allow educators in Smarter Balanced member states to request and receive a Digital Library account directly. To validate the status of requestors, the e-mail domain name of the requestors will be validated against a list of California LEA e-mail domain names. This validation approach will accommodate the vast majority of California educators. Requestors without a valid e-mail domain name will be referred to their LEA CAASPP coordinator for assistance.

The CDE has released a new resource titled, *Supporting Student Accessibility Needs*, that has been added to the Professional Learning Series (PLS). The PLS are collections of resources, primarily located in the Smarter Balanced Digital Library, that connect educators to specific topics intended to develop a progression for learning. In addition to Digital Library resource links, *Supporting Student Accessibility Needs* provides links to four publicly-available archived Web presentations by nationally recognized special education experts Dr. Martha Thurlow, Dr. Stephen Elliot, Dr. Alexander Kurz, and Dr. Ann Schulte. This new PLS resource can be found on the CDE PLS Web page at <http://www.cde.ca.gov/ta/tg/sa/instructlearning.asp>.

The Instructional Learning Series (ILS)—a new resource being developed by the CDE to assist educators in making connections between Smarter Balanced interim assessment blocks (IABs) and the Digital Library—is under development and expected to be released in the fall. The ILS is designed to engage educators with Digital Library resources as they prepare students to take IABs throughout the school year. ILS collections will be released for approximately 18 IABs—the blocks most frequently administered for each content area and grade level.

In July 2016, the Smarter Balanced Assessment Consortium hosted a Digital Library workshop in Dallas, Texas for members of the State Network of Educators (SNE) and State Leadership Team (SLT) members in consortium states. Approximately 57 participants attended, with 13 SNE members and 3 SLT members representing California. The first two days of the workshop focused on training new SNE members, submission and review of new resources, and the re-tagging of resources. The final day of the workshop was devoted to Smarter Balanced staff and SLT members discussing Digital Library goals and priorities for the upcoming school year.

Interim Assessments for the 2016–17 School Year

In September, the 2016–17 interim assessments for ELA and mathematics, as well as the associated hand-scoring materials, will become available to LEAs. The blueprints for the 2016–17 interim assessments are available on the CDE Interim Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>.

The CDE, through its CAASPP contractor, will host regional Digital Library/Interim Assessment Clinics and Interim Assessment Hand-Scoring Workshops beginning September 13 and continuing through October 7. The Digital Library/Interim Assessment Clinics will provide information and guidance to LEA CAASPP coordinators about professional learning and instructional resources, promoting the use of the Digital Library, and an overview of interim assessments and considerations for administration. The Interim Assessment Hand-Scoring Workshops will focus on providing processes and materials for hand-scoring student constructed-responses to LEA teams of educators who will, in turn, train other LEA staff in hand-scoring interim assessments. These half-day trainings will take place at 10 locations throughout the state, with each site accommodating approximately 100 LEA educators.

2016 Clinic and Workshop Locations and Dates

Location	Date
Sacramento	September 13
Fresno	September 15
Santa Clara	September 19
Concord	September 20
Shasta	September 26

Location	Date
Burbank	September 28
Riverside	September 29
Irvine	September 30
Ventura	October 5
San Diego	October 7

Technology Update

The CDE continues to assist the K–12 High Speed Network (K12HSN) with the implementation of the Broadband Infrastructure Improvement Grant (BIIG) programs, which are designed to assist schools improve their connection to the Internet, in order to administer computer-based assessments. As of August 18, 2016, 119 sites from the first round of funding have been completed, with data passing through the circuits. There are 8 sites with circuits installed waiting for equipment, and 40 sites with work in progress. Two sites are currently pending; one due to an error in paperwork regarding location, and the second is being rebuilt. Three sites are proceeding with solutions procured through the second round of funding. In total, 156 unique sites are moving forward using the second round of BIIG funding.

Additional information about the status of the remaining sites receiving upgraded connections from BIIG 1.0 is available on the K12HSN BIIG Circuit Installation Web page at <https://sites.google.com/a/icoeapps.org/biiq/>. (Note: If the preceding link does not display properly, copy and paste the Web address directly into a Web browser.) Eight hundred sixty students used paper-based versions of the CAASPP for the 2016 administration due to technology obstacles. Seventy LEAs requested braille paper-based versions of the Smarter Balanced Summative Assessments for the 2016 administration.

Updates on Waiver Requests

On May 12, 2016, the SBE approved submission of two assessment waivers (see Agenda Items 8 and 13 from the SBE May Board Meeting Agenda, which can be found on the SBE Meeting Web page at <http://www.cde.ca.gov/be/ag/ag/yr16/agenda201605.asp>).

On June 1, 2016, the CDE and the SBE submitted two waiver requests to the U.S. Department of Education (ED), a Science double testing waiver and a Speaking and Listening waiver, which the ED approved.

Science Waiver—Double Testing Waiver

The CDE and SBE requested a two-year waiver of Sections 1204(j)(3) of the Every Student Succeeds Act (ESSA), as amended by the No Child Left Behind

(NCLB) Act of 2001. California students in applicable grade levels will participate in full-census pilot testing and field testing of new state assessments during the 2016–17 and 2017–18 school years. The waiver requested permission to not double test or report individual scores for the new California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) while conducting pilot and field testing of the CAST and the CAA for Science. California has not yet received a determination from the ED to waive the double testing of the science requirement.

Smarter Balanced—Speaking and Listening Waiver

On August 9, 2016, the ED granted a limited waiver request (under Title 1, Part A, Section 8401[b]) to waive assessing certain reading/language arts content standards that include speaking and listening standards for all students being tested using the Smarter Balanced ELA assessments. The waiver applied to section 1111(b)(3)(C)(ii) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the NCLB, for school year (SY) 2016–17 and section 1111(b)(2)(B)(ii) of the ESEA, as amended by the ESSA, for SYs 2017–18 and 2018–19.

Update on the Development of the Pilot Test for the California Science Test

In March 2016, the SBE approved the CAST general assessment design. The CDE, in collaboration with ETS, California science teachers, and stakeholder input, proceeded with planning the next phase of the test development. The pilot test will be administered to all general education students in grades five and eight, and a sample of high school students.

The purpose of the spring 2017 pilot test administration is to:

- Test the performance and viability of newly-developed California Next Generation Science Standards (CA NGSS)-aligned items, including technology-enhanced items that involve the use of dynamic stimuli and other types of new media (e.g., simulated experiments); and
- Test the functionality of the assessment delivery platform, including its embedded accessibility features, with special attention paid to the system’s rendering of custom interaction items.

An Item Writer Training Workshop was conducted in Sacramento on April 20 and 21, 2016. Participants at this training (science educators from across California) were trained by ETS science content and measurement experts on how to write CA NGSS-aligned test items and tasks. Items developed by the trained writers will be used on the 2017 pilot tests and future tests. Item development activities for the 2017 CAST pilot will continue through the end of September. In October, a group of California educators

(approximately 15 science teachers) will meet to review performance tasks and scoring rubrics.

The administration timeline for the CAST includes the spring 2017 pilot test, the field test in spring 2018, and the first operational testing in the 2018–19 academic year.

Update on the Development of the Pilot Test for the California Alternate Assessment for Science

In July 2016, the SBE approved the conceptual design for the CAA for Science. The approval of this design allowed the CDE to begin the work on the development of the pilot plan and the materials for the spring 2017 pilot test administration.

ETS is working on modifying CA NGSS-aligned performance tasks to meet the specific needs of the targeted student population. Each embedded performance task will be aligned with the Core Content Connectors and originate from several resources recommended by members of the concept design team. ETS will collaborate with the CDE on the embedded performance task development in order to have these materials ready for review. A group of California educators, both science teachers and special education teachers, will meet in the fall to review tasks and scoring rubrics.

Action to Approve the SSPI's Recommended Achievement Standard Setting for the California Alternate Assessment in English Language Arts and Mathematics Levels 1, 2, and 3

The CAA standard-setting meeting took place the weeks of August 15 and 22, 2016. Upon SBE approval, the Student Score Reports (SSRs) will be generated and sent to LEAs in late October.

The CAAs, a part of the CAASPP System, have replaced the CAPA for ELA and mathematics as of 2015. CDE staff collaborated with California educators and ETS on the development of the CAA for ELA and mathematics. Table 1 illustrates, in chronological order, the activities regarding the CAAs.

In August 2016, an Information Memorandum (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-adad-aug16item02.doc>) was submitted to the SBE providing an overview of the actions previously taken by the SBE and details of the planned standard-setting process for the CAAs for ELA and mathematics.

This September item seeks the approval of the SBE to adopt the proposed threshold scores established through the standard-setting workshop. Attachment 2, California Alternate Assessments Standard-Setting State Superintendent of Public Instruction's Recommendations for Achievement Standards Levels, will be provided as an Item Addendum and will be posted on or before August 30, 2016. These proposed threshold scores will be used in the development of the student score reports and aggregate

reporting activities for students with disabilities who took the 2016 CAA in ELA/math, to be completed later this fall (Attachment 2, Tables 1 and 2).

The standard-setting panel that convened in August 2016 and recommended the threshold scores (Attachment 2, Tables 3 and 4) for the CAA for ELA and mathematics. Panel members included California educators and represented all regions of the state and have extensive experience in working with the target student population. The standard-setting panel's recommendation was the product of professional judgments in setting recommended thresholds to an ordered item book (e.g., Bookmark Method. See August 2016 Information Memorandum for details on the Bookmark Method available on the Information Memoranda Web Page at <http://www.cde.ca.gov/be/pn/im/index.asp>).

Table 1. California Alternate Assessments for English Language Arts and Mathematics Key Reporting Activities

Activity	Date
SBE approved the general performance level descriptors (PLDs) for the CAAs	January 2016
SBE approved the content and grade-specific PLDs for the CAAs	May 2016
SBE approved the 2015–16 CAA Student Score Report (SSR) templates	May 2016
ETS conducts the CAA Bookmark Method Standard Setting Workshop with educators	August 2016
SBE considers for approval the alternate academic achievement standards (threshold scores)	September 2016
ETS mails CAA SSRs to LEAs for distribution to parents (contingent on approval of threshold scores in September)	October/November 2016

Action to Approve the Proposed High-Level Test Design for the California Spanish Assessment

The CDE is seeking approval from the SBE on the *Proposed High-Level Test Design for the California Spanish Assessment*, which includes the purpose of the assessment, its target population, and a high-level test development timeline.

Per California *Education Code (EC)* Section 60640(b)(5)(C), the Superintendent, in determining the appropriate purpose for the California Spanish Assessment (CSA), took into consideration the Seal of Biliteracy and accountability. The Seal of Biliteracy has a foreign language requirement, which may be met, in part, by the CSA. In addition, once the federal ESSA accountability and assessment regulations have been finalized, CDE staff will return to the SBE for further discussion regarding the state's accountability system. At present, it is unclear whether it is the federal government's intent to include a primary language assessment in a state's accountability system.

ETS is the current contractor for the CAASPP System and is responsible for developing the CSA. Once developed, the CSA will replace the Standards-based Tests in Spanish (STS) as the CAASPP primary language assessment. Per California *EC* Section 60640(5)(A), the STS may continue to be administered until a subsequent primary language assessment, the CSA, aligned with the common core content standards in ELA, is adopted.

The *Proposed High-Level Test Design for the California Spanish Assessment* represents the proposed test design plan developed with input from nationally recognized experts in the areas of linguistics and language development, including Dr. Kenji Hakuta and Dr. Guadalupe Valdés, professors at Stanford University. The CDE will continue meeting and working with stakeholders in the development of the CSA test items, test blueprints, and general PLDs.

The purpose of the CSA will be to:

- measure a student's competency in Spanish language arts and provide student-level data.
- evaluate the implementation of Spanish language arts programs at the local level.
- provide a high school measure suitable to be used, in part, for the State Seal of Biliteracy.

Eligible students to take the CSA include:

- any student receiving Spanish instruction in California including students enrolled in dual language programs; and
- any student seeking a measure that assesses their Spanish-specific reading, writing, and listening skills.
- any recently arrived English learners who have been enrolled in a United States school for less than 12 months.

Key aspects of the proposed high-level test design for the CSA are that it will:

- be aligned with the *Common Core State Standards en Español*, which are a Spanish translation of the *Common Core State Standards for English Language Arts* with a linguistic augmentation including characteristics unique to the Spanish language (i.e., accent marks, etc.).
- be administered to eligible students in grades three through eight and high school.

- assess the reading, writing, and listening domains. (The speaking domain may be assessed at the local level in a one-on-one administration.)
- be an optional test.
- be a computer-based assessment
- provide a pathway that will not require human scoring.

The following is the proposed timeline for the development of the CSA:

Activity	Date
SBE action on the <i>Proposed High-Level Test Design for the California Spanish Assessment</i>	September 2016
SBE action on the proposed test blueprints and PLDs	March 2017
Administration of the pilot test	Fall 2017
Administration of the field test	Fall 2018
Operational test	Spring 2019
SBE action on the performance-level threshold scores	Fall 2019

Once the test design is approved by the SBE, it will be necessary to make revisions to the CAASPP regulations prior to the CSA field test, including, but not limited to, descriptions of eligible pupils, available testing window, and available accessibility resources.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In August 2016, an Information Memorandum was sent to the SBE that outlines the standard-setting for the CAAs for ELA and mathematics (<http://www.cde.ca.gov/be/pn/im/index.asp>).

In July 2016, the CDE provided the SBE with an update on the CAASPP activities and approved the concept for the CA NGSS alternate assessment (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item01.doc>).

In May 2016, the CDE provided the SBE with an update on the CAASPP activities and approved both the 2015–16 CAA SSR templates and the proposed CAA PLDs (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item07.doc>). In addition, the

SBE approved two letters to the ED requesting a waiver (under Title 1, Part A, Section 8401) to waive the:

- Double testing of the science test requirement (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item08.doc>).
- Applicable speaking and listening assessment requirements for the 2015–16 and 2016–17 school years (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item13.doc>).

In May 2016, the SBE approved the adoption of the content and grade-specific PLDs for the CAAs (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item07.doc>). These PLDs guided the grade and content-specific standard setting efforts during the standard-setting workshop with ETS in August 2016 as outlined in the August 2016 SBE Information Memorandum.

In April 2016, an Information Memorandum was sent to the SBE that outlines the process used to develop the content and grade-specific PLDs (<http://www.cde.ca.gov/be/pn/im/infomemoapr2016.asp>).

In March 2016, the SBE approved the development of three online CA NGSS summative assessments to meet the requirements of the federal ESSA and California *EC* Section 60640(b)(2)(B) consistent with the proposed test design in grades five and eight and high school (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/mar16item02.doc>). In addition, the CDE provided the SBE with an update on the CAASPP activities (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/mar16item03.doc>).

In January 2016, the CDE provided the SBE with an update on the CAASPP activities (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/jan16item03.doc>). In addition, the CDE presented the CAASPP SSRs for approval (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/jan16item04.doc> and <http://www.cde.ca.gov/be/ag/ag/yr16/documents/jan16item04a1.pdf>).

In January 2016, the SBE took action to approve the proposed general PLDs for the CAA (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/jan16item07.doc>).

In December 2015, the CDE provided the SBE with two Information Memoranda on the Conducted and Planned Studies of the Validity, Reliability, and Fairness of the CAASPP System (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-adad-dec15item01.doc>) and an Update on the Successor Primary Language Test (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-adad-dec15item02.doc>).

In November 2015, the CDE provided the SBE with an update on the various CAASPP activities including the enhancements to the test delivery system, regional trainings held throughout the state,

(<http://www.cde.ca.gov/be/ag/ag/yr15/documents/nov15item03.doc>) and an Early Assessment Program presentation by Carolina Cardenas, Director, Academic Outreach and Early Assessment
(<http://www.cde.ca.gov/be/ag/ag/yr15/documents/nov15item03a1.pdf>).

FISCAL ANALYSIS (AS APPROPRIATE)

The costs for reporting CAASPP results to LEAs for the 2015–16 through 2017–18 test administrations, including the development and distribution of CAASPP SSRs specific to each test administration, are included in the approved ETS CAASPP contract budget approved by the SBE, the CDE, and the Department of Finance in May 2015.

The 2015 Budget Act includes \$76 million for the CAASPP ETS contract work in fiscal year 2015–16. Funding for 2016–17 and beyond will be contingent on an annual appropriation from the Legislature.

The 2015 Budget Act provides \$50 million for the K12HSN for the BIIG program grants for LEAs and \$10 million for the K12HSN professional development and technical assistance activities.

The 2015 Budget Act also provides \$94 million in funding for CAASPP contract activities in 2015–16. This funding is being utilized for the following CAASPP contracts:

- Contract activities provided by ETS (\$83.6 million: \$7.6 million in Contract 5417; \$76 million in CN150012) were approved by the SBE for test administration and development activities, including the development of CAA for Science and primary language assessments.
- A contract with the University of California, Los Angeles (\$8 million) was approved by the SBE for Smarter Balanced consortium-managed services, including access to the Smarter Balanced Summative Assessments, Interim Assessments, and Digital Library tools.
- A contract with the Human Resources Research Association (\$774,117) was approved by the SBE for a multiyear independent evaluation of the CAASPP System per requirements in California *EC* Section 60649.
- A contract with the Sacramento County Office of Education (\$1.5 million in one-time funding) for CAASPP support activities, including regional CAASPP Institutes and Senior Assessment Fellows services per authority in the 2015 Budget Act (6100-113-0001, Provision 13).

Funding for 2016–17 and beyond will be contingent upon an annual appropriation being made available from the Legislature in future fiscal years. The proposed Governor's budget for 2016–17 includes \$93.03 million for ongoing costs for the CAASPP contracts

listed above. However, the proposed budget does not include ongoing funding for the Senior Assessment Fellows' services.

ATTACHMENT(S)

Attachment 1: California Assessment of Student Performance and Progress Outreach and Professional Development Activities (4 Pages)

Attachment 2: California Alternate Assessments Standard-Setting Panel Recommendations for Achievement Standards Levels will be provided as an Item Addendum

Attachment 3: *Proposed High-Level Test Design for the California Spanish Assessment* (23 Pages)

California Assessment of Student Performance and Progress Outreach and Professional Development Activities

The California Department of Education, in coordination with its assessment contractor, has provided a variety of outreach activities to prepare local educational agencies (LEAs) for the administration of the California Assessment of Student Performance and Progress (CAASPP) System. Outreach efforts have included Webcasts, in-person test administration workshops, focus group meetings, and presentations for numerous LEAs throughout the state. The following tables list presentations during July and August 2016. In addition, the CDE continues to release information regarding the CAASPP System, including weekly updates, on its Web site and through listserv e-mail.

Advisory Panel/Review Committee Meetings

Date	Event Location	Event Name	Estimated Number of Attendees	Description
8/10/16-8/11/16	Sacramento	Advisory Commission on Special Education Meeting	35	CAASPP update.

Webcasts

Date	Assessment	Estimated Number of Attendees	Description
8/17/16	Public Information Officers Briefing for upcoming public release	70	WebEx briefing for LEA public information officers about the upcoming public release of information for the spring 2016 test administration

Webcasts			
Date	Assessment	Estimated Number of Attendees	Description
8/22/16	CAASPP Public Release Briefing to the Media	40	Webcast to prepare for statewide release of the CAASPP results to the public.

In-Person Regional Trainings/Meetings				
Date	Event Location	Event Name	Estimated Number of Attendees	Description
7/13/16	Sacramento	CAASPP Administration Focus Groups	20	Six focus groups (i.e., LEA CAASPP coordinators, site coordinators and test administrators, and special education and English learner teachers) were convened in July to provide feedback from the 2016 administration of the CAASPP assessments.
7/14/16	Ventura		9	
7/14/16	Los Angeles		9	
7/14/16	Riverside		10	
7/14/16	San Diego		11	

In-Person Regional Trainings/Meetings

Date	Event Location	Event Name	Estimated Number of Attendees	Description
7/18/16	Sacramento	CAASPP Summer Hand-Scoring Workshops	20	One-day workshops conducted in July and August to train educators to score constructed-response items and performance tasks for English language arts/literacy and mathematics and to prepare students for the Smarter Balanced Summative Assessments.
7/20/16	Hayward		150	
7/25/16	San Diego		195	
7/27/16	Ventura		129	
7/29/16	Los Angeles		249	
8/2/16	Riverside		208	
8/4/16	Fresno		139	
8/16/16	Shasta		17	

Presentations by CDE Staff

Date	Event Location	Event Name	Estimated Number of Attendees	Description
7/15/16	Orange	Special Education Administrators of County Offices	25	Update on the California Alternate Assessments including the conceptual design for science.
7/20/16	Sacramento	Regional Assessment Network	25	General update on the CAASPP System.
7/21/16	Sacramento	CAASPP Stakeholders Meeting	12	CAASPP update.

Presentations by CDE Staff

Date	Event Location	Event Name	Estimated Number of Attendees	Description
8/18/16	Sacramento	CAASPP Stakeholders Meeting	12	CAASPP update.
8/24/16	Sacramento	California Private School Advisory Commission	25	CAASPP update.

Proposed High-Level Test Design for the California Spanish Assessment

Contract #150012

*Proposed high-level test design for the California Spanish
Assessment (CSA) in 2015–2018*

Prepared for the California Department of Education by
Educational Testing Service

Presented August 4, 2016



Measuring the Power of Learning.™

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Section 1 Overview

1A. Introduction

California is a state with great linguistic diversity. More than 40 percent of students in California speak a language other than English.¹ Of these students, over 1.2 million speak Spanish.² The student population in California includes students who are native speakers of Spanish and students who are learning Spanish as an additional language. California's educational system includes instruction in Spanish in various forms.

California encourages and values bilingualism and biliteracy; an assessment measuring Spanish reading/language arts skills can communicate acknowledgment of students' progress toward these goals. Pursuant to California *Education Code (EC)* Section 60640(j), the California Department of Education (CDE) may make available to local educational agencies (LEAs) a primary language assessment aligned to the adopted common core standards in English language arts. In the following pages, Educational Testing Service (ETS) recommends a high-level test design for developing the California Spanish Assessment (CSA). This new computer-based assessment for students in grades three through eight and high school is proposed to measure Spanish skills in reading, writing, and listening. It is part of the California Assessment of Student Performance and Progress (CAASPP) System of assessments.

1B. Document Structure

ETS will adopt an evidence-centered assessment design approach for developing and validating the CSA. Suggested high-level claims for the consideration are included in Section 2.

To ensure transparency during the item development process, ETS has outlined the steps the Assessment Development team will take to generate items for the CSA, beginning with the creation of an item based on the standards, and moving through the various stages of content review. The process by which items will be developed is described in Section 3.

ETS will develop machine-scorable item types for online administration by leveraging the most current assessment innovations conducive to assessing reading/language arts skills and practices that can be sustained by California's assessment delivery system. A description of item types is found in Section 4.

ETS will develop the CSA so that it is accessible to all students, including students with disabilities and English learners. Section 5 provides a description of the research efforts ETS will undertake to identify the accessibility resources for the CSA.

Section 6 provides an overview of the design assumptions and psychometric considerations. 6A summarizes the design assumptions; 6B provides the test format, and describes the participation survey, as well as pilot test and field test plans. Section 6C discusses the psychometric considerations for the CSA. These issues must be kept in mind during the test development process, given the importance of these testing results in demonstrating the level of students' reading/language arts competency through Spanish.

¹ California Department of Education, DataQuest, Language Census Data for 2012–13

² EDFacts/California Consolidated State Performance Report, 2012–13 and 2013–14

Finally, Appendix A contains a proposed high-level test development timeline leading to the field test in 2018. Appendix B documents the design team biographies and Appendix C contains references that were used in developing this document.

1C. Key Assumptions

For planning and development purposes, ETS makes the following assumptions about the CSA:

1. The assessment will be developed with a focus on reading, writing, and listening.
2. The target population for the assessment will be:
 - a. students receiving instruction in Spanish in California; and/or
 - b. students seeking a measure that recognizes their Spanish-specific reading, writing, and listening skills. Section 1E covers more information about this diverse population of test takers.
3. The assessment will be an online, linear test (i.e., not adaptive).
4. No paper-pencil versions of the assessment will be developed (though it will support item by item Print on demand, as an accessibility feature).
5. The CSA will be aligned with the *California Common Core State Standards en Español*.
6. The pilot test for the assessment will be administered in the fall of 2017.
7. The field test for the assessment will be administered in the fall of 2018.
8. General performance level descriptors will be developed.
9. A standard-setting process will be designed and implemented after the first operational administration of the assessment. (Note, this is beyond the timeline of the current ETS contract.)
10. Stakeholder input will be a critical component of the development process; there will be a number of stakeholder reviews throughout the test development process.
11. The CSA will offer a pathway that will not require human scoring.

1D. Design Team

The CSA Design Team is comprised of ETS assessment development experts, psychometricians, and research scientists experienced in developing assessments for English learners. The team also includes two nationally recognized experts in linguistics: **Dr. Kenji Hakuta**, the Lee L. Jacks Professor of Education at Stanford University, teaches courses on language development, bilingual education, research methods, and statistics; **Dr. Guadalupe Valdés**, the Bonnie Katz Tenenbaum Professor of Education at Stanford University, works in the area of applied linguistics. Appendix B provides biographies for members of the Design Team.

1E. Assessment Purpose

ETS, in collaboration with nationally renowned experts, Kenji Hakuta and Guadalupe Valdés, collaborated on the development of the purpose statement for the CSA. The purpose statement was guided by *EC Section 60640(j)*, which outlines the intent of a primary language assessment.

The purpose of the CSA is to measure a student's competency in Spanish language arts in grades three through eight and high school for the purpose of:

- providing student-level data in Spanish competency;
- providing aggregate data that may be used for evaluating the implementation of Spanish language arts programs at the local level;
- providing a high school measure suitable to be used, in part, for the State Seal of Biliteracy.

The targeted test-taking population of the CSA consists of:

- students receiving instruction in Spanish in California
- students seeking a measure that recognizes their Spanish-specific reading, writing, and listening skills

The CSA will be designed for computer delivery and will be 100% computer based. This is a departure from the existing Standards-based Tests in Spanish (STS) which is delivered entirely on paper. The CSA will be aligned with the *California Common Core State Standards en Español*.

1F. Design Considerations

When designing the CSA, it is critical to recognize that there may be competing factors that drive the development process. These factors include the target population for the test, their diverse characteristics, and the context in which the test purpose and use are situated. Today's students in California are facing a shifting landscape of educational assessment as the state develops and adopts more innovative computer-based assessments designed to measure more rigorous content standards. This paradigm holds true for students taking the CSA.

Attention to the target population and their diverse characteristics is necessary for the design and development of the CSA. As with other CAASPP assessments, the CSA will include a diverse group of test takers, which is comprised of multiple subgroups of students. Anticipated subgroups within the target population include:

- recently arrived English learners (ELs)
- late arrivals (i.e., students arriving in middle school or later)
- students with interrupted formal educational (SIFE) experiences (i.e., students with interrupted schooling, such as migrant or refugee students)

New arrivals have the potential to arrive at any time during the school year and at any grade level from kindergarten through grade twelve (e.g., SIFE, late arrivals). Late arrivals include students arriving to the U.S. in middle school or later.

It is important to recognize that some students may enter California schools with limited experience in formal instruction, which often corresponds to limited exposure to formal assessments in general and, in particular, tests on a computer.

Other considerations that must be taken into account when designing the CSA are sociolinguistic in nature, such as the different varieties of Spanish spoken in California (Valdés, Fishman, Chávez, & Pérez, 2006). Language may vary according to the setting, the relative status of the interlocutors, the topic, or the functional purpose (Finegan & Biber, 2001). Finally,

some students in California who experience Spanish as the language of instruction may be learning Spanish as an additional language.

Students seeking a measure that recognizes their Spanish-specific reading, writing, and listening skills may be a heterogeneous subgroup of test takers. Students may:

- use Spanish as their primary language or as an additional language
- be considered heritage speakers of Spanish or Spanish language learners
- have received classroom instruction in English or in Spanish as a foreign language
- have been mainly instructed in Spanish

Attention to the variety in both the student characteristics and the context in which Spanish will be used will be important in assessment design, as well as in score interpretation, particularly as students approach college and careers. When analyzing the CSA test-taking population, a given subgroup will likely have higher representation at certain grade levels, given current demographic trends and the programs in which Spanish instruction is available in California. Students may transition from one type of instruction to another as they progress across grade levels. Attention to these unique population characteristics will help guide design considerations for the CSA.

1G. Overview of Test Design

Despite the wide variability in the target population and context surrounding the CSA, the focus of the assessment in grades three through eight and high school, will be students' demonstrated competency in attaining reading, writing, and listening skills through Spanish. The assessment will provide students an annual opportunity to measure their reading/language arts competency through Spanish. In the future these results may become part of the State Seal of Biliteracy.

As reading and listening are key emerging skills that support student success across all subjects, these skills will be more heavily emphasized in the earlier grades. The assessments in grades three through eight will be shorter than the high school assessment. All grade-level assessments will include a reading, writing, and a listening component.

For high-school students, ETS recognizes California's desire for a Spanish reading/language arts assessment that measures a high level of competency demonstrated by students, newly arrived or otherwise, who are on track for exiting public instruction as biliterate graduates as highlighted in *EC* Section 51460(a) (State Seal of Biliteracy). In the interest of providing ample opportunity to measure the requisite skills, the high school assessment will include lengthier and more complex passages.

Section 2 Design Methodology

2A. Standards and Claims

The foundation of any assessment is the content standards on which the test is based. The Spanish version of the Common Core State Standards, *California Common Core Standards en Español*, was developed as a joint effort between the San Diego County Office of Education, Council of Chief State School Officers, and the CDE.

The *California Common Core State Standards en Español* are a translated and linguistically augmented version of the English-language Common Core State Standards (CCSS) for English Language Arts and Literacy (ELA).

The selection of the *California Common Core State Standards en Español* allows ETS to develop items that will measure a student's competency in Spanish language arts in grades three through eight and high school.

The *California Common Core State Standards en Español* are organized into the following domains:

- Reading standards
- Writing standards
- Speaking/Listening standards
- Language standards

The *California Common Core State Standards en Español* guide instruction in a multitude of contexts, including in-class collaborative activities, group reading of antiquated versions of the language, and Question & Answer sessions following a presentation by peers. Consequently, certain standards, while useful benchmarks for teacher-supported classroom learning, are not conducive to large-scale assessments of a student's performance in isolation.

It should also be noted that while the focus of the *California Common Core State Standards en Español* is acquired language arts competency, the domains above are also harmonious with a four-skill language-learning framework (e.g., listening and reading, known as "receptive" skills, and speaking and writing, known as "productive" skills).³

Using the domains as a guide for the test design, ETS recommends the following claims for the CSA:

- A. Claim for Grades Three through Eight: Students can demonstrate progress toward a high level of competency in attaining reading/language arts skills and practices through Spanish.
- B. Claim for High School: Students can demonstrate a high level of competency in attaining reading/language arts skills and practices through Spanish.

ETS also recommends the following Spanish language arts competency claims for all grade levels:

- A. Reading: Students can read, analyze, and interpret a variety of texts and genres through Spanish.

³ The language standards, which focus on vocabulary, can be seen as an integral support of each of the four skills.

B. Writing: Students can write texts for a range of purposes and audiences in order to accurately and convincingly present, describe, and explain ideas through Spanish.

The CSA will offer two models:

- The first model will consist of items in reading, listening and writing mechanics that can be machine-scored. This model will be used in the pilot test.
- The second model will include the machine-scored items in the first model with the inclusion of constructed- response items aligned to the writing domain. This model could be available in the future. (Note that scoring constructed response items is not covered in the current ETS contract.)

C. Listening: Students can comprehend spoken Spanish in a range of contexts.

Section 3 Test Development Process

3A. Step 1—Blueprint Development

The first step in developing fair, valid, and reliable assessments is to develop high-quality test blueprints and specifications targeted to the *California Common Core State Standards en Español* and aligned with general Performance Level Descriptors (PLDs). The ETS design team is developing blueprints that will align with current best practices for reading/language arts assessments. The general PLDs, and blueprints will be presented to the CDE and California State Board of Education (SBE) for approval.

3B. Step 2—Item Development

ETS assessment specialists will begin to develop items for the assessment that are aligned with the *California Common Core State Standards en Español* and consistent with the goals of California's testing program. Items will be written by ETS assessment developers and trained item writers familiar with assessment development in Spanish and specifically trained for the CSA as well as California educators who have received item writer training. All items will be reviewed by ETS content and editorial staff, the CDE, and a review panel comprised of California educators.

3C. Step 3—Forms Development

ETS assessment specialists and psychometricians will work closely with the CDE to create test forms as specified in the test design.

Section 4 Item Types

ETS will develop machine-scorable item types for online administration by leveraging the most current assessment innovations conducive to assessing reading/language arts skills.

4A. Item Types

There are both stand-alone items and passage-based items; all items may contain a stimulus (e.g., a passage, video, or image). Many of the items have technology-enhanced interactions. These interactions include having a student respond by typing an answer, completing a graph, dragging a response to a designated area, using drop-down box selection, or selecting multiple areas in a graphic (also known as a “hot spot”). The assessment industry does not currently offer artificial intelligence scoring of Spanish written responses; items developed for the CSA will be machine-scored.

Section 5 Accessibility Resources

The CSA may offer the accessibility resources commonly used in computer-based assessments, where applicable for the construct.

ETS will work with experts to review the field of accessibility resources available for CSA and determine the appropriate supports for this assessment and targeted test taking population. As the CSA will be delivered entirely in Spanish, careful consideration of the quality of supports available in Spanish will be necessary.

Language-based supports, such as glossaries, dictionaries, or even the opportunity to translate test directions (into English), are all being considered for possible inclusion in the assessment. As the development of the CSA ensues, accessibility resources offered in the different phases of the assessment (i.e., pilot test, field test, etc.) will continually be refined.

Section 6 Test Design Assumptions and Psychometric Considerations

6A. Design Assumptions

When developing a test, a number of key assumptions have to be made regarding the assessment, such as the purpose of the test, the target population, and the test format. As the assumptions solidify and the requirements of the test become known, elements in the test design will change to support those requirements. Although the scope of this contract is to develop and execute a pilot test and a field test, it is important that these tests are designed to support the provisional operational test design. The following is a list of key assumptions about the CSA:

- It is a language arts assessment that measures a student's competency in attaining reading, writing, and listening skills and practices through Spanish.
- It targets the following students:
 - Students receiving instruction in Spanish in California; and/or
 - Students seeking a measure that recognizes their Spanish-specific reading, writing, and listening skills.
- It is aligned with the *California Common Core State Standards en Español*.
- It is a linear test delivered online under untimed testing conditions.

The approved draft test blueprint will be available prior to item development for the large-scale field test.

6B. Test Design

Test Format

The CSA will be a linear test delivered online under untimed testing conditions. It will be untimed in order to allow students to complete the test. Testing time guidelines will be developed and provided to LEAs for scheduling purposes. The developmental maturity and attention span of students will be taken into consideration. It is also important to note, in view of California's desire for a Spanish language arts assessment that measures a high level of competency demonstrated by students who are on track for exiting public instruction as biliterate graduates, that the high school test will be based on lengthier, more complex passages. Finally, we recognize that the variety of Spanish-language programs and curricula available to students may pose some additional challenges for score interpretation.

Test Participation Survey

The CSA targets two distinct voluntary populations: students receiving instruction in Spanish in California and students seeking a measure that recognizes their Spanish-specific reading, writing, and listening skills.

ETS plans to collect information on test participation from LEAs and/or schools through a survey in 2016. Questions on the survey may include, but are not limited to, the following:

- What is the projected test volume for each grade?

- What are the purposes for administering the CSA at each grade?

Results of the participation survey will help refine the sampling plan for the pilot and field test planning for the CSA.

Test Development Stages

To support the 2018–19 operational test design, there will be two test development stages:

- Stage 1: Pilot test development in 2017
- Stage 2: Field test development in 2018

Pilot Test in Fall 2017

The objective of the pilot test is to try out new items and/or new item types on the computer-delivery platform. ETS wants to ensure that taking tests on a computer will not prohibit students from demonstrating what they know and can do. Therefore, the main question ETS wants to address through the pilot test is how students perform in an online environment using the functionalities of online items. The focus is not on the content of the items except as it interacts with the online testing mode. A stratified sample, including all target populations, will be recruited to participate in the pilot test. ETS plans to recruit approximately 300 students per grade band. The results from the test participation survey will help refine the sampling plan for the pilot test.

One pilot test form will be available for each of the following grade bands:

- Upper elementary (grades three–five);
- Middle school (grades six–eight); and
- High school (grades nine–twelve).

The pilot test experience, as outlined in Table 6.1, will be used to refine item-writing guidelines, determine item types that could be administered operationally, observe students’ interactions with the *California Common Core State Standards en Español*, and provide other ancillary information.

Table 6.1 2017 Pilot Test Design

Item Type	# of Pilot Test Items per Form	Estimated Testing Time
Selected-response items (machine-scored)	20–25 items	Grades 3–8: 25–30 minutes High School: 35–45 minutes
Technology-enhanced items (machine-scored)	5–7 items	Grades 3–8: 10–15 minutes High School: 20–30 minutes
Estimated Total	25–32 items	Grades 3–8: 35–45 minutes High School: 55–75 minutes

Field Test in Fall 2018

Since the field test forms will reflect the operational test blueprint, the main objective of the field test is to evaluate item and form performance, in addition to providing students an opportunity to familiarize themselves with this new test. The field test will provide item-level information as well as the group performance data required for statistical analyses. For students not participating in the pilot test, the field test will be the first opportunity for them to experience this new online assessment. Results from the field test will allow ETS and the CDE to review the draft test blueprint. For the field test, forms will be administered for grades three, four, five, six, seven, eight, and high school. Table 6.2 shows a tentative field test design. ETS is committed to the development of the number of items shown in Table 6.2. However, the voluntary nature of this test may impact the number of items that are field tested due to potentially low student counts.

Table 6.2 2018 Field Test Design

Item Type	# of Items Developed per Grade	# of Items Taken by Each Student	Estimated Testing Time
Selected-response items (machine-scored)	115–120 items	40–45 items	Grades 3–8: 50–35 minutes High School: 60–75 minutes
Technology-enhanced items (machine-scored)	25–30 items	5–10 items	Grades 3–8: 15–20 minutes High School: 20–35 minutes
Estimated Total	140–150 items	45–55 items	Grades 3–8: Up to 75 minutes High School: Up to 110 minutes

Based on the estimated testing time of the field test, the approximate testing time for the operational administration of the CSA would be up to 75 minutes.

6C. Psychometric Considerations

Psychometric components of the assessments discussed in this section are based on the test design assumptions described in Section 6A.

Stand-Alone and Embedded Field Testing

In the stand-alone field test and ongoing embedded field test, forms can be spiraled at the student level to achieve random samples for test items. Pilot sampling strategies will be based on an agreement between the CDE and ETS such that conclusions can be drawn for all three target populations of the CSA. An advantage of online testing is the ability to embed field test items dynamically to achieve the desired field test sample size and better meet the requirements of psychometric models.

The embedded field testing of items can occur on an ongoing basis for each operational test administration to support a mutually agreed upon refresh rate. Anticipated testing volumes at

various grade levels will be taken into account when considering the frequency of the item refresh rate. Based on low volume counts, a yearly item refresh may not be necessary.

This was the case with the previous STS; however, a key challenge in embedding field test items during operational administrations at the various grade levels is small population size.⁴ If encountered, this restricts the number of items that can be field tested in each operational test administration. There is a greater opportunity to field test more items and refresh test content more rapidly at the lower grade levels, where there is a larger population of eligible students. At the middle and upper grades, enrollment in Spanish instruction has attenuated, but test takers seeking to demonstrate Spanish-specific reading, writing, and listening skills for other purposes may not yet be included. ETS recognizes this as an ongoing challenge; the variety of Spanish- language programs and curricula available to students will require attention when considering score reporting and score interpretation.

⁴ The STS target population consisted of Spanish-speaking ELs who were receiving instruction in Spanish or who had attended school in the U.S. for fewer than 12 months. The target population size ranged from 6,259 in grade three to 669 in grade eleven in 2013; after 2014, the test is no longer mandatory.

Psychometric Analyses Plan

The psychometric tasks and/or analyses that will be performed after each test administration are outlined in Table 6.3. These analyses are described in more detail below.

Table 6.3 Psychometric Analyses Plan

Year	Test Development Stage	Psychometric Task
2015–16	Test Design	Test design, model selection, sampling plans, identification of possible psychometric issues for special studies
2016–17	Pilot Test	Item analysis, differential item functioning (DIF) analysis, and possible item response theory (IRT) item calibration
2017–18	Field Test	Item analysis, DIF analysis, IRT item calibration, and standard setting for achievement levels

Item Analyses

After each test administration, item analyses and DIF analyses will be conducted. Field-test items that do not meet certain statistical criteria will be excluded from item calibration and later-stage testing.

Item Parameter Estimation and Scoring

Item calibration will be conducted based on the Rasch model (Rasch, 1960/1980) for multiple-choice items and the Rasch partial credit model (Masters, 1982) for polytomous items. A Rasch model is assumed based on small sample sizes expected at higher middle grade levels; it also supports number correct to scale score tables for operational scoring, which means student scores will be dependent on the number of items answered correctly rather than item patterns. Each grade level test will be on an independent continuous scale so that scores within each grade level can be compared.

Equating

Although operational test equating is beyond the scope of the current work, the discussion and concerns are related to the field test design.

After the field test, base scale and achievement levels will be established and will form the basis for operational score reporting. For the first operational test administration, post-equating can be implemented. Post-equating provides more accurate item parameter estimates, which can be obtained from operational student samples; additionally, it will support standard setting.

After the first operational test administration, it may be necessary to recalibrate items to update item statistics in the item bank.

Appendix A: High-Level Test Development Timeline

Activity	Date
SBE action on the <i>Proposed High-Level Test Design for the California Spanish Assessment</i>	September 2016
SBE action on the proposed test blueprints and general	March 2017
Administration of the pilot test	Fall 2017
Administration of the field test	Fall 2018
Operational test	Spring 2019
SBE action on the performance-level threshold scores and PLDs	Fall 2019

Appendix B: Biographical Summaries: ETS Assessment Design Team Members

Dr. Kenji Hakuta is the Lee L. Jacks Professor of Education at Stanford University, where he teaches courses on language development, bilingual education, research methods, and statistics. He received his PhD in Experimental Psychology from Harvard University in 1979, has held faculty positions at Yale University and the University of California at Santa Cruz, and served as the founding dean of the University of California, Merced. He currently serves as the co-chair of the Understanding Language Initiative that addresses the challenges and opportunities of the CCSS for English learners (ELs). Hakuta is a member of the National Academy of Education and the American Educational Research Association and a fellow of the American Association for the Advancement of Science. Hakuta's research is in the areas of psycholinguistics, bilingualism, language shift, and the acquisition of English in immigrant students. He is the author and editor of many articles and books, including *Mirror of Language: The Debate on Bilingualism* (1986) and *In Other Words: The Science and Psychology of Second Language Acquisition* (1994), both considered classics in the field. Besides research, Hakuta is professionally active in the areas of language policy, education of language-minority students, affirmative action in higher education, and improvement of quality in educational research. He has served on the boards of the Spencer Foundation and the ETS, and he chaired the National Educational Research Policy and Priorities Board of the U. S. Department of Education. He currently serves on the boards of the National Academy of Education and California Education Partners. Hakuta is actively involved in supporting the work of school districts and states around the country, and he leads several professional learning communities, including at school districts in rural central California and a learning community of state leaders organized by the Council of Chief State Schools Officers.

Dr. Guadalupe Valdés is the Bonnie Katz Tenenbaum Professor of Education at Stanford University. Working in the area of applied linguistics, much of her work has focused on the English- Spanish bilingualism of Latinos in the United States and on discovering and describing how two languages are developed, used, and maintained by individuals who become bilingual in immigrant communities. Dr. Valdés has investigated Latino students in elementary, middle school, high school, and college, leading to 6 books and more than 70 articles. In the last several years, her work includes a number of articles, including "Toward an ecological vision of languages for all: The case of heritage languages" in A. Heining-Boynnton's *Realizing Our Vision of Languages for All* (2006) and "Bilingualism, heritage learners and SLA research: Opportunities lost or seized" in the *Modern Language Journal* (2005). Valdés is also the coauthor of a best-selling Spanish language textbook that focuses on the teaching of Spanish to Hispanic bilinguals. *Español Escrito* (first published by Scribner in 1978 and now published by Prentice Hall) is now in its sixth edition. She was awarded the Joshua Fishman Award for Outstanding Contributions and Leadership in the Heritage Language Field from the National Heritage Language Resource Center at the University of California, Los Angeles in 2010. Valdés is a member of the American Academy of Education, a fellow of the American Educational Research Association, and a member of the Board of Trustees of ETS. She serves on the editorial boards of a number of journals, including the *Review of Educational Research*, *Bilingual Review*, *Written Communication*, *Modern Language Journal*, and *Hispanic Journal of the Behavioral Sciences*. In May 2000, Valdés received an honorary doctorate from the University of Arizona for her work on the use of Spanish in the United States.

Dr. Patricia Baron, Lead Research Project Manager, has served as the standard-setting director, researcher, and lead facilitator in ETS's Center for Validity Research. In this role, she directs standard setting for ETS's K–12 testing programs. This experience includes providing consultation for the

California Standardized Testing and Reporting program, the grades 2–11 Spanish-based assessments of reading and mathematics, the grades 3–11 and Educational Opportunity Center (EOC)–modified assessments, and the California Alternate Performance Assessment, in addition to directing standard setting and performance level descriptor development for the Tennessee EOC, the Proficiency Assessments for Wyoming Students, and the Wyoming Student Assessment of Writing Skills. Dr. Baron has also designed and conducted validation studies and evaluated the alignment of innovative item types to the CCSS. For the past seven years, she has focused on research in factors contributing to the variability in standard setting, the development of mixed methods in curriculum and standards validity studies for state assessments, and on the assessment of young ELs in the international context. Significantly, she completed design and implementation of a standard-setting tool for the Bookmark method, which provides a mechanism for expedited analysis and reporting with high quality assurance standards. Before transitioning into her current position, she worked as the director of Government Relations and Assessment Services, and she was a senior psychometrician in the Research and Development division, conducting hundreds of equating and scaling studies for sixteen years. During her time at ETS, she has been the lead psychometrician on high-stakes undergraduate and graduate admissions tests, outcome assessments for college and higher level programs, and a national assessment for Qatar. She has led development of the vertical scale and test design and helped plan standard setting for Qatar in Arabic and English. She earned her EdD and M.Ed. in Educational Psychology with a specialization in Educational Statistics and Measurement from Rutgers University, where she also earned her BA in Psychology.

Dr. Danielle Guzman-Orth, Research Scientist, specializes in monolingual and bilingual assessments, with particular focus on accessibility and accommodations for ELs, including ELs at risk and ELs with disabilities. Along with her involvement in the California Assessment of Student Performance and Progress (CAASPP) primary language stakeholder meetings, Dr. Guzman-Orth has led and consulted on research studies for state and consortia contracts, such as the English Language Proficiency Assessments for California (ELPAC), Smarter Balanced, Partnership for the Assessment of Readiness for College and Careers, and English Language Proficiency Assessment for the 21st Century (ELPA21). Her current research projects focus on improving assessment practices for young dual-language learners and ELs with disabilities. Before coming to ETS, she gained valuable classroom experience with ELs, ELs at risk, and ELs with disabilities in P-20 settings. She trained tutors to implement instructional interventions with ELs and students with disabilities, provided English language development instruction to ELs in first through sixth grade, and taught reading intervention for first grade ELs. She holds an MA and PhD in Education with a specialization in Special Education, Disabilities, and Risk Studies from University of California, Santa Barbara and a BA in Psychology and English from California State University, Stanislaus.

Dr. Alexis A. López, Research Scientist, is focusing on the assessment of language proficiency and the assessment of content knowledge for K–12 ELs in the Center for English Language Learning and Assessment at ETS. For the past four years, Dr. López has conducted research on the use of translanguaging in content assessments, dual-language assessments, and technology-enhanced assessments. He has also led or co-led research studies for state and consortia contracts, such as the ELPAC, the ELPA21, and the California English Language Development Test (CELDT) item alignment to the 2012 English Language Development Standards. He previously worked as an associate professor at Universidad de los Andes in Bogotá, Colombia, and as a test development specialist at Second Language Testing, Inc. in Washington, DC. He has participated in all facets of the test development process, including developing test specifications, item writing, field testing, standard setting, and conducting validation and alignment studies. He earned both his PhD in Education and MA in Teaching English as a Second Language from the University of Illinois at Urbana-Champaign, and his BS in English and Spanish from the Universidad Pedagógica Nacional in Bogotá.

Dr. Maurice Cogan Hauck, Assessment Development Strategic Advisor, is responsible for all aspects of ETS assessment development work on K–12 English Language Learning assessments for use in the United States, including ETS’s work on the ELPAC and the CELDT. In 2014, Dr. Hauck led ETS’s work on the design and development of a pool of over 2,500 test items for the ELPA21 consortium, including a large proportion of innovative, technology-enabled task types. He has also led or coled conceptualization, design, and development efforts for ETS assessment programs, including the Test of English as a Foreign Language (TOEFL) Junior Comprehensive, TOEFL Junior Standard, TOEFL Primary, and ELTeach™. Previously, he held a series of senior management positions in the ETS Assessment Division in which he was responsible for ETS’s content development of assessment programs, including SAT Reasoning and the Graduate Record Examinations® General test. Before that, he spent four years managing the ETS K–12 English Language Learning group, for which he led the development of several new tests of English language proficiency, including the Comprehensive Learning English Assessment (CELLA). In addition to his work at ETS, he has 10 years of experience as a teacher of English as a Second Language and academic writing and is the coauthor of three textbooks. He earned his PhD in Language, Literacy, and Society and his MA in Applied Linguistics, both from Columbia University. He holds a BA in English Literature from the University of California at Berkeley.

Dr. Joyce Wang, Senior Psychometrician, will provide oversight for the technical and psychometric tasks and issues that relate to pilot test and field test forms, sampling design, item analyses, standard setting, research studies, and other technical analyses for the California Spanish Assessment (CSA). Dr. Wang has more than seven years of experience in psychometrics, and for the past three years, she has worked as senior psychometrician in Research and Development for ETS. She is responsible for designing and implementing complex designs for the scaling and linking of K–12 EL products and large-scale state contracts. She directs and supervises research and statistical analysis activities, including item- and test-level statistical analyses and research studies on technical issues, as well as scaling and equating results. Prior to joining ETS in 2011, she was a research scientist at CTB/McGraw Hill. Before that, she worked as a psychometrician for ETS from 2002–2006. She earned her PhD in Education with an emphasis on Research Methodology from the University of California, Santa Barbara. She earned her MEng in Nuclear Engineering with an emphasis on Health Physics from the University of Florida, and she earned her BA in Nuclear Engineering from the National Tsing Hua University in Taiwan.

Helen McMahon, Senior Director, K–12 Assessment, is the senior K–12 staff and content manager at ETS responsible for the overall quality of the work on K–12 large-scale assessment contracts. In this role, she oversees work done by the assessment development teams on the design of new assessments as well as the subsequent work associated with the development of test content. She has served in a variety of capacities since coming to ETS in 2004. She has worked as an assessment developer and assessment director in the science group, as well as a senior process specialist. In her current role as senior director, McMahon supervises the team of assessment directors who manage the assessment development work in the mathematics, English language arts/literacy (ELA), social studies, and science groups. She ensures that staff with the appropriate knowledge and experience are assigned to programs and is responsible for the quality of the assessments produced by the K–12 division. Before joining ETS, she taught for 14 years at the intermediate and middle school levels. She taught in a variety of configurations, including multi- subject upper elementary, as well as mathematics/science and ELA/social studies team groupings. She specialized in teaching ELs and students with learning disabilities. She earned an undergraduate degree in Agriculture Science with additional studies in premed/preveterinary science at Texas State University. Most recently she has completed 33 hours toward a master’s degree in Business Administration, also at Texas State University.

Dr. Ralph Morris, Assessment Director, is responsible for the supervision of ETS language arts staff, as well as for the development of language arts assessments in English and Spanish for CAASPP. His experience in assessment and content development will establish comprehensive and reliable subject material. Dr. Morris has worked in language arts assessment development at ETS for ten years in roles of increasing responsibility, including as an assessment specialist, content lead, and assessment lead. Currently, he works as the language arts assessment director, where he is responsible for organizing, implementing, and distributing content assignments for contracts; managing the content area within projects while enforcing proper processes; and serving as the point of contact regarding product quality and personnel issues. Before joining ETS, he was a middle- and high-school world languages teacher (English as a Second Language, Spanish, French, and German). He earned his PhD and MA from the University of Wisconsin–Madison with a major emphasis in Germanic Philology and Linguistics and a minor emphases in both Romance Philology and Linguistics and German Literature; he earned a BA in Modern Foreign Languages from Lee University.

Jason Gonzalez, Test Development Team Lead (TDTL), is responsible for overseeing the overall development schedule and process for the CSAs. Jason has over eleven years of experience working on numerous California state assessments, most notably as the TDTL on the Standards- based Tests in Spanish and the CELDT. Most recently, he helped schedule and organize the primary language, Digital Library, and fine arts stakeholder meetings. He joined ETS in 2002 and prior to the TDTL role, he was the lead editor on several large-scale assessments, including the California High School Exit Exam. His experience with California testing programs, especially with Spanish language assessments, gives him a unique insight into the intricacies of establishing a new statewide assessment for California.

Zulma Torres, Program Director, is responsible for overseeing the development and implementation of the CSAs. She joined ETS in 2003, and her effective project management skills have been instrumental in the highly successful management of many programs, including CELLA, Pruebas Puertorriqueñas de Aprovechamiento, and the Miami-Dade Interim Assessments. Most recently, she led the team that worked on the ELPA21 item development project. In 2007, she earned ETS's highest honor for employees for her work on the Miami-Dade project. She is fluent in Spanish and earned her bachelor's degree from Rider University.

Dr. Rose Payán, Strategic Advisor, Business Development and English Learner Assessment, worked with the Primary Language design team to provide guidance and information on state and national trends regarding the assessment and instruction of ELs. During her 36-year tenure with ETS, Dr. Payán has worked as a researcher on Hispanic higher education projects, and she has worked closely with state organizations in teacher licensing exams and as a government relations manager for the western region of the United States. Currently at ETS, she is the director of business development and outreach for student and teacher assessments. In this position, she is responsible for ETS's business development in several states, including Arizona, New Mexico, Oregon, and Washington. Her expertise in the assessment of ELs particularly comes in to play when she works with the assessment development and research team in developing twenty-first century assessments for ELs. Prior to her position in K–12 assessments, she worked at the Policy Research and Evaluation Center, where she focused on issues surrounding EL instruction and assessment and Latino education.

Dr. Payán's background includes speaking and organizing numerous conferences relating to Hispanic education. She was instrumental in ETS's hosting of a national conference on Science, Technology, Engineering, and Mathematics education and careers for Latinos, as well as in the ETS Achievement Gap Conference on English Learners. Before coming to ETS, she worked as a speech and language therapist, a school district bilingual program director and multicultural coordinator, and as a bilingual

kindergarten teacher. She earned her PhD in Curriculum and Instruction from the University of Colorado Boulder, where she studied measurement and evaluation, curriculum and instruction, and bilingual special education. She earned her MA in Elementary Education from Claremont Graduate School, and her BA in Speech and Language Pathology from the University of Texas at El Paso.

Appendix C: References

- Finegan, E., & Biber, D. (2001). Register variation and social dialect variation: The register axiom. In P. Eckert & J. R. Rickford (Eds.), *Style and sociolinguistic variation* (pp. 235–268). Cambridge: Cambridge University Press.
- Valdés, G., Fishman, J., Chávez, R., & Pérez, W. (2006). *Developing minority language resources: The case of Spanish in California*. Clevedon, UK: Multilingual Matters.

ITEM ADDENDUM

DATE: August 31, 2016

TO: MEMBERS, State Board of Education

FROM: TOM TORLAKSON, State Superintendent of Public Instruction

SUBJECT: Item 4 – California Assessment of Student Performance and Progress: Approve the State Superintendent of Public Instruction Recommended Achievement Standard Setting for the California Alternate Assessment English Language Arts and Mathematics Levels 1, 2, and 3; Approve the Proposed High-Level Test Design for the California Spanish Assessment; and Provide an Update on Program Activities Related to the California Assessment of Student Performance and Progress System.

Summary of Key Issues

This addendum includes the State Superintendent of Public Instruction's (SSPI's) recommendations for the threshold scores and the standard-setting panel's judgments for the California Alternate Assessments (CAA) for English language arts (ELA) and mathematics. The standard-setting panel was comprised of educators from across California, who had experience in working with the target student population.

As part of the standard-setting process, the California Department of Education (CDE), along with its testing contractor, Educational Testing Service, analyzed the standard-setting panel's judgments to refine the data for consistency across all the CAA grade levels tested. Tables 1 and 2 of Attachment 1 represent the SSPI's recommendations for the CAA threshold scores for ELA and mathematics. Tables 3 and 4 include the standard-setting panel's judgements for the CAA for ELA and mathematics.

The CDE recommends that the State Board of Education adopt the SSPI's proposed CAAs for ELA and mathematics thresholds for levels 2, and 3 (Attachment 1, Tables 1 and 2).

Attachment

Attachment 1: California Alternate Assessments Standard-Setting Recommendations for Achievement Standards (Levels) (4 Pages)

California Alternate Assessments Standard-Setting Recommendations for Achievement Standards (Levels)

**Table 1
State Superintendent of Public Instruction’s Recommendations
for the Proposed Achievement Standards (Levels) for the
California Alternate Assessment for English Language Arts**

Grade	Alternate-Level 1		Alternate-Level 2			Alternate-Level 3		
	% of Students	% at or above	% of Students	Standard-Setting Scale Threshold Score	% at or above	% of Students	Standard-Setting Scale Threshold Score	% at or above
3	54.3	100	24.7	195	45.7	21.0	220	21.0
4	60.6	100	27.8	200	39.4	11.6	225	11.6
5	57.0	100	34.5	200	43.0	8.5	225	8.5
6	57.0	100	36.2	200	43.0	6.8	230	6.8
7	59.4	100	32.2	200	40.6	8.4	225	8.4
8	49.4	100	43.0	195	50.6	7.5	225	7.5
11	46.0	100	46.8	195	54.0	7.1	225	7.1

Key

% of Students	Percent of students statewide who would be placed at this alternate achievement standard (level) on the basis of the results of the 2015–16 administration.
Standard-Setting Scale Threshold Score	Minimum standard-setting scale score needed to achieve this alternate achievement standard (level) on the 2015–16 administration of tests. See note below.
% at and above	Percent of students statewide who would be at and above this alternate achievement standard (level) on the basis of the results of the 2015–16 administration.

Note: Threshold scores were generated solely for the standard-setting process. Reporting scales will be developed to report scores on the Student Score Report and public reporting.

**Table 2
 State Superintendent of Public Instruction’s Recommendations
 for the Proposed Achievement Standards (Levels) for the
 California Alternate Assessment for Mathematics**

Grade	Alternate-Level 1		Alternate-Level 2			Alternate-Level 3		
	% of Students	% at or above	% of Students	Standard-Setting Scale Threshold Score	% at or above	% of Students	Standard-Setting Scale Threshold Score	% at or above
3	72.3	100	23.1	205	27.7	4.6	225	4.6
4	70.0	100	25.8	205	30.0	4.3	225	4.3
5	72.8	100	23.0	205	27.2	4.2	225	4.2
6	72.7	100	23.2	205	27.3	4.1	225	4.1
7	70.4	100	24.4	205	29.6	5.2	225	5.2
8	71.1	100	24.5	205	28.9	4.4	225	4.4
11	68.4	100	26.2	205	31.6	5.4	225	5.4

Key

% of Students	Percent of students statewide who would be placed at this alternate achievement standard (level) on the basis of the results of the 2015–16 administration.
Standard-Setting Scale Threshold Score	Minimum standard-setting scale score needed to achieve this alternate achievement standard (level) on the 2015–16 administration of tests. See note below.
% at or above	Percent of students statewide who would be at and above this alternate achievement standard (level) on the basis of the results of the 2015–16 administration.

Note: Threshold scores were generated solely for the standard-setting process. Reporting scales will be developed to report scores on the Student Score Report and public reporting.

**Table 3
Standard-Setting Panel’s Judgments
for the Proposed Achievement Standards (Levels) for the
California Alternate Assessment for English Language Arts**

Grade	Alternate-Level 1		Alternate-Level 2			Alternate-Level 3		
	% of Students	% at or above	% of Students	Standard-Setting Scale Threshold Score	% at or above	% of Students	Standard-Setting Scale Threshold Score	% at or above
3	46.1	100	27.6	189	53.9	26.3	212	26.3
4	71.1	100	14.5	207	28.9	14.4	222	14.4
5	67.2	100	30.0	206	32.8	2.8	235	2.8
6	71.6	100	27.2	209	28.4	1.2	246	1.2
7	69.2	100	19.7	206	30.8	11.1	221	11.1
8	34.0	100	61.0	186	66.0	5.0	231	5.0
11	34.2	100	47.3	188	65.8	18.5	214	18.5

Key

% of Students	Percent of students statewide who would be placed at this alternate achievement standard (level) on the basis of the results of the 2015–16 administration.
Standard-Setting Scale Threshold Score	Minimum standard-setting scale score needed to achieve this alternate achievement standard (level) on the 2015–16 administration of tests. See note below.
% at or above	Percent of students statewide who would be at and above this alternate achievement standard (level) on the basis of the results of the 2015–16 administration.

Note: Threshold scores were generated solely for the standard-setting process. Reporting scales will be developed to report scores on the Student Score Report and public reporting.

Table 4
Standard-Setting Panel’s Judgments
for the Proposed Achievement Standards (Levels) for the
California Alternate Assessment for Mathematics

Grade	Alternate-Level 1		Alternate-Level 2			Alternate-Level 3		
	% of Students	% at or above	% of Students	Standard-Setting Scale Threshold Score	% at or above	% of Students	Standard-Setting Scale Threshold Score	% at or above
3	81.6	100	9.7	211	18.4	8.7	219	8.7
4	84.2	100	11.5	212	15.8	4.3	225	4.3
5	72.8	100	23.6	206	27.2	3.6	227	3.6
6	84.5	100	7.9	211	15.5	7.6	219	7.6
7	74.6	100	17.1	207	25.4	8.3	220	8.3
8	83.2	100	13.0	211	16.8	3.8	226	3.8
11	81.0	100	12.8	211	19.0	6.2	223	6.2

Key

% of Students	Percent of students statewide who would be placed at this alternate achievement standard (level) on the basis of the results of the 2015–16 administration.
Standard-Setting Scale Threshold Score	Minimum standard-setting scale score needed to achieve this alternate achievement standard (level) on the 2015–16 administration of tests. See note below.
% at or above	Percent of students statewide who would be at and above this alternate achievement standard (level) on the basis of the results of the 2015–16 administration.

Note: Threshold scores were generated solely for the standard-setting process. Reporting scales will be developed to report scores on the Student Score Report and public reporting.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

SUBJECT Approval of 2016–17 Consolidated Applications.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
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SUMMARY OF THE ISSUE(S)

Each local educational agency (LEA) must submit a complete and accurate Consolidated Application (ConApp) for each fiscal year in order for the California Department of Education (CDE) to send funding to LEAs that are eligible to receive federal categorical funds as designated in the ConApp. The ConApp is the annual fiscal companion to the LEA Plan as required by the federal Elementary and Secondary Education Act (ESEA) of 1965. The State Board of Education (SBE) is asked to annually approve ConApps for approximately 1,700 school districts, county offices of education, and direct-funded charter schools.

RECOMMENDATION

The CDE recommends that the SBE approve the 2016–17 ConApps submitted by LEAs in Attachment 1.

BRIEF HISTORY OF KEY ISSUES

Each year, the CDE, in compliance with *California Code of Regulations*, Title 5, Section 3920, recommends that the SBE approve applications for funding Consolidated Categorical Aid Programs submitted by LEAs. Prior to receiving funding, the LEA must also have an SBE-approved LEA Plan that satisfies SBE and CDE criteria for utilizing federal categorical funds.

Approximately \$2 billion of federal funding is distributed annually through the ConApp process. The 2016–17 ConApp consists of six federal-funded programs. The funding sources include:

- Title I, Part A Basic Grant (Low Income);
- Title I, Part D (Delinquent);
- Title II, Part A (Teacher Quality);
- Title III, Part A (Immigrant);
- Title III, Part A (English Learner Students); and
- Title VI, Part B (Rural, Low-Income).

ConApp data is collected twice a year. The Spring Release, which occurs from May to June, collects new fiscal year application data, end-of-school-year program participation student count, and program expenditure data. The Winter Release, which occurs from January to February, collects LEA reservations and allocations, and program expenditure data.

The CDE provides the SBE with two levels of approval recommendations. Regular approval is recommended when an LEA has submitted a correct and complete ConApp, Spring Release, and has no outstanding non-compliant issues or is making satisfactory progress toward resolving one or two non-compliant issues that is/are fewer than 365 days non-compliant. Conditional approval is recommended when an LEA has submitted a correct and complete ConApp, Spring Release, but has one or more non-compliant issues that is/are unresolved for over 365 days. Conditional approval by the SBE provides authority to the LEA to spend its categorical funds under the condition that it will resolve or make significant progress toward resolving non-compliant issues. In extreme cases, conditional approval may include the withholding of funds.

Attachment 1 identifies the LEAs that have no outstanding non-compliant issues or are making satisfactory progress toward resolving one or two non-compliant issues that is/are fewer than 365 days non-compliant. The CDE recommends regular approval of the 2016–17 ConApp for these 1,570 LEAs. Fiscal data are absent if an LEA is new or is a charter school applying for direct funding for the first time. Attachment 1 includes ConApp entitlement figures from school year 2015–16 because the figures for 2016–17 cannot be determined until all applications and LEA Plans have been completed.

There are no LEAs with one or more non-compliant issues that is/are unresolved for more than 365 days.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

For fiscal year 2015–16, the SBE approved ConApps for 1,694 LEAs. Attachment 1 represents the first set of 2016–17 ConApps presented to the SBE for approval.

FISCAL ANALYSIS (AS APPROPRIATE)

The CDE provides resources to track the SBE approval status of the ConApps for approximately 1,700 LEAs. The cost to track the non-compliant status of LEAs related to programs within the ConApp is covered through a cost pool of federal funds. CDE staff communicate with LEA staff on an ongoing basis to determine the evidence needed to

resolve issues, review the evidence provided by LEA staff, and maintain a tracking system to document the resolution process.

ATTACHMENT(S)

Attachment 1: Consolidated Applications List (2016–17) – Regular Approvals (61 pages)

Consolidated Applications List (2016–17) – Regular Approvals

The following 1,570 local educational agencies (LEAs) have submitted a correct and complete Consolidated Application (ConApp), Spring Release, and have no outstanding noncompliance issues or are making satisfactory progress toward resolving one or two non-compliant issues that are fewer than 365 days non-compliant. The California Department of Education recommends regular approval of these applications.

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
1	19642120000000	ABC Unified	4,208,056	204	3,140,352
2	39686270128553	Acacia Elementary Charter	184,893	459	171,785
3	39686270128546	Acacia Middle Charter	50,938	339	50,571
4	19769680109926	Academia Avance Charter	198,615	424	196,581
5	19647330120097	Academia Moderna	197,801	436	173,578
6	36750773631207	Academy for Academic Excellence	7,062	0	0
7	45752670120170	Academy of Personalized Learning	113,800	327	112,331
8	19647330126185	Academy of Science and Engineering	84,415	367	83,382
9	23656152330454	Accelerated Achievement Academy	48,994	304	48,417
10	19647330100743	Accelerated Charter Elementary	133,783	424	118,663
11	43694270125617	ACE Charter High	117,394	531	116,250
12	43104390116814	ACE Empower Academy	182,232	451	180,194
13	43694500129247	ACE Franklin McKinley	101,867	679	101,098
14	43696660131656	ACE Inspire Academy	36,430	346	36,430
15	01612590111476	Achieve Academy	377,163	503	311,509
16	31667610000000	Ackerman Charter	37,544	72	23,856
17	42767866118202	Adelante Charter	69,794	254	53,794
18	36675870000000	Adelanto Elementary	2,691,299	323	2,332,638
19	19647330118588	Alain Leroy Locke College Preparatory Academy	734,149	420	725,644
20	01611190130609	Alameda Community Learning Center	0	0	0
21	01100170000000	Alameda County Office of Education	1,385,401	3,552	1,380,220

Number	County-District-School Code	LEA Name	Total 2015-16 ConApp Entitlement	Total 2015-16 Entitlement Per Student	Total 2015-16 Title I Entitlement
22	01611190000000	Alameda Unified	1,654,843	175	1,179,046
23	01611270000000	Albany City Unified	374,782	98	248,635
24	37683380111898	Albert Einstein Academy Charter Middle	76,583	130	75,138
25	19753090131201	Albert Einstein Academy for Letters, Arts & Sciences - Aqua Dulce Partnership Academy	0	0	0
26	19753090133231	Albert Einstein Academy for Letters, Arts & Sciences - Odyssey	0	0	0
27	19651360121731	Albert Einstein Academy for Letters, Arts and Sciences	0	0	0
28	19753090132191	Albert Einstein Academy for Letters, Arts and Sciences-STEAM	0	0	0
29	12630320111203	Alder Grove Charter	74,965	200	73,752
30	49705990000000	Alexander Valley Union Elementary	4,826	39	1,895
31	19757130000000	Alhambra Unified	6,217,231	354	4,618,098
32	27659610000000	Alisal Union	3,785,792	419	2,765,513
33	54717950000000	Allensworth Elementary	62,090	721	55,838
34	19647330132084	Alliance 6-12 College-Ready Academy #21	0	0	0
35	19647330127217	Alliance Alice M. Baxter College-Ready High	91,278	424	90,844
36	19647330121285	Alliance Cindy and Bill Simon Technology Academy High	210,964	465	208,324
37	19647330123141	Alliance College-Ready Academy High 16	110,043	421	108,632
38	19647330128058	Alliance College-Ready Middle Academy 12	193,049	461	191,582
39	19647330120030	Alliance College-Ready Middle Academy 4	212,307	466	209,875

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
40	19647330120048	Alliance College-Ready Middle Academy 5	150,929	460	148,983
41	19647330128033	Alliance College-Ready Middle Academy 8	121,881	413	121,214
42	19647330108936	Alliance Collins Family College-Ready High	236,311	393	233,322
43	19647330111500	Alliance Dr. Olga Mohan High	186,726	414	184,407
44	19647330106864	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	425,611	434	420,583
45	19647330117598	Alliance Health Services Academy High	183,337	408	181,074
46	19647330111518	Alliance Jack H. Skirball Middle	183,394	415	181,086
47	19647330108894	Alliance Judy Ivie Burton Technology Academy High	244,788	407	241,753
48	19647330128041	Alliance Kory Hunter Middle	129,881	444	129,152
49	19647330128009	Alliance Leadership Middle Academy	0	0	0
50	19647330117606	Alliance Leichtman-Levine Family Foundation Environmental Science High	173,108	328	170,628
51	19647330111658	Alliance Marc & Eva Stern Math and Science	227,124	378	224,239
52	19647330124941	Alliance Margaret M. Bloomfield Technology Academy High	110,452	393	109,941
53	19647330116509	Alliance Morgan McKinzie High	124,561	400	122,851
54	19647330111641	Alliance Ouchi-O'Donovan 6-12 Complex	432,008	431	426,823
55	19647330111492	Alliance Patti And Peter Neuwirth Leadership Academy	253,867	401	250,598
56	19647330124891	Alliance Renee and Meyer Luskin Academy High	199,192	362	196,496
57	19647330123133	Alliance Susan and Eric Smidt Technology High	199,934	393	198,151

Number	County-District-School Code	LEA Name	Total 2015-16 ConApp Entitlement	Total 2015-16 Entitlement Per Student	Total 2015-16 Title I Entitlement
58	19647330121293	Alliance Tennenbaum Family Technology High	118,030	291	116,440
59	54718030000000	Alpaugh Unified	268,554	796	231,025
60	43694270132274	Alpha Cindy Avitia High	60,359	410	60,359
61	43693690125526	Alpha: Blanca Alvarado Middle	161,161	367	158,888
62	43104390129213	Alpha: Jose Hernandez Middle	141,411	431	140,584
63	02100250000000	Alpine County Office of Education	0	0	0
64	02613330000000	Alpine County Unified	58,230	701	47,193
65	37679670000000	Alpine Union Elementary	209,709	122	138,377
66	36675950000000	Alta Loma Elementary	668,125	113	475,974
67	54718110000000	Alta Vista Elementary	452,724	787	376,903
68	36675870120592	Alta Vista Public	0	0	0
69	36677360131151	Alta Vista South Public Charter	0	0	0
70	31667790000000	Alta-Dutch Flat Union Elementary	33,366	347	26,066
71	43693690000000	Alum Rock Union Elementary	4,619,019	423	3,323,619
72	20651770000000	Alview-Dairyland Union Elementary	176,918	460	149,012
73	10619940000000	Alvina Elementary	90,696	495	79,916
74	33669770000000	Alvord Unified	6,686,064	344	5,310,572
75	03739810000000	Amador County Unified	809,657	211	668,986
76	10623800124982	Ambassador Phillip V. Sanchez Public Charter	0	0	0
77	01612596113807	American Indian Public Charter	60,121	466	59,255
78	01612590114363	American Indian Public Charter School II	182,531	287	164,541
79	01612590111856	American Indian Public High	55,140	251	54,335
80	37683380124206	America's Finest Charter	106,396	336	91,873
81	30664230000000	Anaheim Elementary	8,130,862	436	6,213,239
82	30664310000000	Anaheim Union High	9,241,642	292	7,663,005

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83	19768850132928	Anahuacalmecac International University Preparatory of North America	137,882	374	137,882
84	45698560000000	Anderson Union High	530,274	287	464,019
85	23655400000000	Anderson Valley Unified	237,509	455	195,527
86	19647330124883	Animo College Preparatory Academy	173,378	377	171,034
87	19647330123992	Animo Ellen Ochoa Charter Middle	121,425	433	120,773
88	19646341996586	Animo Inglewood Charter High	226,387	370	223,427
89	19647330111583	Animo Jackie Robinson High	225,648	381	222,601
90	19647330124008	Animo James B. Taylor Charter Middle	205,257	441	203,632
91	19647330122481	Animo Jefferson Charter Middle	372,161	681	236,881
92	19647091996313	Animo Leadership High	235,734	389	224,680
93	19647330129270	Animo Mae Jemison Charter Middle	169,580	605	133,633
94	19647330106849	Animo Pat Brown	252,606	428	249,494
95	19647330124024	Animo Phillis Wheatley Charter Middle	217,414	355	214,389
96	19647330111575	Animo Ralph Bunche Charter High	280,595	473	277,525
97	19647330102434	Animo South Los Angeles Charter	239,147	392	236,195
98	19647330106831	Animo Venice Charter High	199,713	339	197,051
99	19647330111625	Animo Watts College Preparatory Academy	209,854	375	207,206
100	19647330124016	Animo Western Charter Middle	274,794	448	240,401
101	19647330122499	Animo Westside Charter Middle	104,063	232	102,413
102	52714720000000	Antelope Elementary	212,206	296	170,972
103	19648570112714	Antelope Valley Learning Academy	0	0	0
104	19642460000000	Antelope Valley Union High	7,336,010	333	6,664,136
105	07616480000000	Antioch Unified	4,227,411	236	3,468,100
106	19647330117077	APEX Academy	164,916	378	162,915
107	19647330126078	Apple Academy Charter Public	106,626	333	105,233
108	36750770000000	Apple Valley Unified	4,306,160	331	3,738,638

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109	19647330121079	Ararat Charter	108,564	319	85,300
110	19642610000000	Arcadia Unified	1,231,108	126	914,993
111	12626790000000	Arcata Elementary	381,213	708	322,415
112	56725460120634	Architecture, Construction & Engineering Charter High (ACE)	28,420	153	28,420
113	34672800000000	Arcohe Union Elementary	198,675	482	180,305
114	23655570000000	Arena Union Elementary	82,074	321	64,430
115	01612590115238	ARISE High	108,911	412	93,862
116	16638750000000	Armona Union Elementary	382,087	382	307,239
117	37683380114520	Arroyo Paseo Charter High	48,993	395	48,509
118	37680236116859	Arroyo Vista Charter	66,031	66	45,956
119	19647330123158	Arts In Action Community Charter	112,085	320	110,780
120	15633130000000	Arvin Union	2,137,827	696	1,796,577
121	01612596118608	ASCEND	193,138	446	167,352
122	34674470120469	Aspire Alexander Twilight College Preparatory Academy	113,937	265	112,177
123	34674470121467	Aspire Alexander Twilight Secondary Academy	96,449	245	94,940
124	19101990109660	Aspire Antonio Maria Lugo Academy	263,171	612	262,230
125	39686760121541	Aspire APEX Academy	88,515	290	87,309
126	39685850101956	Aspire Benjamin Holt College Preparatory Academy	76,795	105	75,150
127	01612590109819	Aspire Berkley Maynard Academy	194,481	366	176,598
128	34674390102343	Aspire Capitol Heights Academy	106,888	366	105,491
129	19647330126797	Aspire Centennial College Preparatory Academy	206,257	377	203,777
130	01612590128413	Aspire College Academy	117,066	409	103,163
131	41689996114953	Aspire East Palo Alto Charter	323,350	417	281,801

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132	01612590120188	Aspire ERES Academy	104,338	478	91,431
133	19647330122622	Aspire Firestone Academy Charter	157,838	374	142,398
134	19647330122614	Aspire Gateway Academy Charter	152,667	366	138,594
135	01612590118224	Aspire Golden State College Preparatory Academy	203,074	350	186,706
136	19647330124800	Aspire Inskeep Academy Charter	159,163	461	140,134
137	19647330124792	Aspire Juanita Tate Academy Charter	147,966	400	128,622
138	19647330114884	Aspire Junior Collegiate Academy	132,701	429	118,436
139	39686760118497	Aspire Langston Hughes Academy	224,454	314	221,505
140	01612590130666	Aspire Lionel Wilson College Preparatory Academy	201,260	379	198,794
141	01612596117568	Aspire Monarch Academy	195,211	500	164,504
142	19101990112128	Aspire Ollin University Preparatory Academy	220,005	379	217,166
143	19647330122721	Aspire Pacific Academy	200,316	406	198,071
144	39686760114876	Aspire Port City Academy	109,107	272	107,551
145	07617960132100	Aspire Richmond Ca. College Preparatory Academy	70,713	306	70,713
146	07617960132118	Aspire Richmond Technology Academy	79,295	315	79,295
147	39685856118921	Aspire River Oaks Charter	219,743	562	73,165
148	39686760108647	Aspire Rosa Parks Academy	150,030	391	148,208
149	19647330124784	Aspire Slauson Academy Charter	147,801	432	131,501
150	50710430112292	Aspire Summit Charter Academy	75,213	184	73,897
151	19647330120477	Aspire Titan Academy	152,217	464	135,045
152	01612590130732	Aspire Triumph Technology Academy	113,690	407	112,288
153	50712900118125	Aspire University Charter	15,009	56	14,602
154	50711750120212	Aspire Vanguard College Preparatory Academy	57,023	170	56,003

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155	39685856116594	Aspire Vincent Shalvey Academy	33,944	87	29,775
156	19753090127100	Assurance Learning Academy	0	0	0
157	40687000000000	Atascadero Unified	741,314	157	535,897
158	34674470133975	Atkinson Academy Charter	0	0	0
159	24656310000000	Atwater Elementary	2,505,200	511	2,151,197
160	31667870000000	Auburn Union Elementary	491,933	244	368,547
161	37683383731395	Audeo Charter	147,344	161	145,209
162	19648810113464	Aveson Global Leadership Academy	52,950	128	52,039
163	19648810113472	Aveson School of Leaders	465	0	0
164	19642790000000	Azusa Unified	3,701,851	400	2,955,144
165	43694270131995	B. Roberto Cruz Leadership Academy	24,007	307	24,007
166	15633210000000	Bakersfield City	16,704,223	552	13,868,888
167	19642870000000	Baldwin Park Unified	5,336,051	373	4,248,685
168	24656490000000	Ballico-Cressey Elementary	113,810	299	96,158
169	13631230118455	Ballington Academy for the Arts and Sciences	50,345	162	49,505
170	04613820000000	Bangor Union Elementary	35,834	322	24,853
171	39684860000000	Banta Elementary	74,775	111	65,772
172	19765470118760	Barack Obama Charter	136,776	434	135,031
173	36676110000000	Barstow Unified	2,321,764	380	1,929,898
174	20651850000000	Bass Lake Joint Union Elementary	247,712	290	205,253
175	19642950000000	Bassett Unified	1,658,582	418	1,288,904
176	01612590106906	Bay Area Technology	82,456	302	81,267
177	27102720124297	Bay View Academy	0	0	0
178	37737910109785	Bayshore Preparatory Charter	0	0	0
179	37682210132621	Beacon Classical Academy National City	80,855	423	68,693
180	36676370000000	Bear Valley Unified	619,179	269	457,143

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181	15633390000000	Beardsley Elementary	841,075	471	723,756
182	33669930000000	Beaumont Unified	1,541,344	165	1,211,157
183	45698720000000	Bella Vista Elementary	85,777	244	67,961
184	55723060000000	Bellevue Elementary	28,277	229	16,809
185	49706150000000	Bellevue Union Elementary	687,349	382	603,244
186	19643030000000	Bellflower Unified	3,434,807	261	2,785,452
187	41688660000000	Belmont-Redwood Shores Elementary	267,696	68	158,494
188	15633470000000	Belridge Elementary	3,097	88	1,357
189	48705240000000	Benicia Unified	375,417	75	236,783
190	49706230000000	Bennett Valley Union Elementary	67,132	64	42,672
191	01611430000000	Berkeley Unified	1,258,531	128	818,470
192	43693770000000	Berryessa Union Elementary	1,298,054	160	799,062
193	19647330106872	Bert Corona Charter	145,859	388	128,987
194	19643110000000	Beverly Hills Unified	763,548	191	616,301
195	12626950000000	Big Lagoon Union Elementary	5,625	0	0
196	55751840000000	Big Oak Flat-Groveland Unified	81,194	254	58,355
197	10101080119628	Big Picture Educational Academy	42,023	224	41,598
198	14632480000000	Big Pine Unified	83,682	486	71,402
199	47701850000000	Big Springs Union Elementary	40,920	280	34,660
200	27751500000000	Big Sur Unified	2,350	111	854
201	18640890000000	Big Valley Joint Unified	72,811	443	58,264
202	04614080000000	Biggs Unified	247,728	411	214,992
203	19647331931047	Birmingham Community Charter High	1,087,213	339	1,025,573
204	14766870000000	Bishop Unified	389,984	200	292,062
205	35674540000000	Bitterwater-Tully Elementary	1,003	0	0
206	45698800000000	Black Butte Union Elementary	236,136	1,174	213,266
207	09737830000000	Black Oak Mine Unified	220,258	167	147,521
208	15633540000000	Blake Elementary	363	0	0

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209	42691120000000	Blochman Union Elementary	4,268	0	0
210	12627030000000	Blue Lake Union Elementary	33,524	191	24,679
211	04614246119523	Blue Oak Charter	91,734	213	90,286
212	47701930000000	Bogus Elementary	1,295	0	0
213	19643290000000	Bonita Unified	1,055,029	104	774,277
214	44697320000000	Bonny Doon Union Elementary	28,580	211	20,985
215	37768510000000	Bonsall Unified	276,283	115	199,720
216	37679830000000	Borrego Springs Unified	159,720	385	123,894
217	27659790000000	Bradley Union Elementary	54,074	667	48,140
218	13630730000000	Brawley Elementary	1,768,536	449	1,344,815
219	13630810000000	Brawley Union High	656,748	351	534,274
220	30664490000000	Brea-Olinda Unified	580,078	99	394,337
221	07616550000000	Brentwood Union Elementary	727,980	83	532,793
222	05615560000000	Bret Harte Union High	183,429	220	159,571
223	12627290000000	Bridgeville Elementary	7,889	232	1,760
224	56724470000000	Briggs Elementary	130,052	226	96,968
225	19647330112508	Bright Star Secondary Charter Academy	191,188	338	188,607
226	41688740000000	Brisbane Elementary	56,115	118	40,102
227	51713570000000	Brittan Elementary	122,287	265	102,023
228	51713650000000	Browns Elementary	28,505	196	25,969
229	09618380000000	Buckeye Union Elementary	292,943	62	208,480
230	42691380000000	Buellton Union Elementary	110,365	180	66,774
231	30664560000000	Buena Park Elementary	1,607,155	333	1,180,303
232	54718290000000	Buena Vista Elementary	44,597	220	36,510
233	19643370000000	Burbank Unified	2,401,166	157	1,834,108
234	41688820000000	Burlingame Elementary	326,974	97	200,753
235	53716620000000	Burnt Ranch Elementary	8,473	87	4,697
236	10620420000000	Burrel Union Elementary	83,665	669	52,403

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237	54718370000000	Burton Elementary	1,061,630	235	847,341
238	04100410000000	Butte County Office of Education	1,232,560	2,886	1,227,139
239	47736840000000	Butte Valley Unified	115,017	384	84,708
240	47702010000000	Butteville Union Elementary	51,650	234	48,182
241	15633700000000	Buttonwillow Union Elementary	186,507	490	148,744
242	07616630000000	Byron Union Elementary	271,549	167	253,010
243	41688900000000	Cabrillo Unified	373,805	113	224,975
244	37679910000000	Cajon Valley Union	6,355,354	399	4,988,545
245	05100580000000	Calaveras County Office of Education	155,780	304	152,195
246	05615640000000	Calaveras Unified	818,904	273	684,784
247	13630990000000	Calexico Unified	4,839,655	523	3,740,847
248	07100740129528	Caliber: Beta Academy	207,836	345	184,956
249	15633880000000	Caliente Union Elementary	24,275	425	20,470
250	19647330133884	California Collegiate Charter	0	0	0
251	17640550129601	California Connections Academy @ North Bay	0	0	0
252	39686500125849	California Connections Academy @ Ripon	69,004	78	67,507
253	10623310127175	California Virtual Academy @ Fresno	136,479	264	134,305
254	55723630100099	California Virtual Academy @ Jamestown	52,396	459	51,937
255	16638750112698	California Virtual Academy @ Kings	137,553	284	135,637
256	19650940112706	California Virtual Academy @ Los Angeles	780,597	248	768,347
257	15636280127183	California Virtual Academy @ Maricopa	315,918	264	310,899
258	37684036120893	California Virtual Academy @ San Diego	536,276	211	526,500
259	39686270127191	California Virtual Academy @ San Joaquin	295,021	206	290,103
260	41689160112284	California Virtual Academy @ San Mateo	138,400	172	136,325

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261	49707970107284	California Virtual Academy @ Sonoma	159,802	250	157,537
262	51714150129007	California Virtual Academy @ Sutter	179,847	216	176,757
263	15636280127209	California Virtual Academy High @ Maricopa	124,788	209	122,633
264	13631070000000	Calipatria Unified	544,611	454	422,842
265	56725460115105	Camarillo Academy of Progressive Education	0	0	0
266	43693850000000	Cambrian	296,765	86	177,323
267	19647330122861	Camino Nuevo Academy #2	217,218	385	195,693
268	19647336117667	Camino Nuevo Charter Academy	435,951	777	378,283
269	19647330124826	Camino Nuevo Charter Academy No. 4	276,322	439	248,374
270	19647330106435	Camino Nuevo Charter High	234,070	722	220,599
271	19647330122564	Camino Nuevo Elementary No. 3	349,993	443	309,701
272	19647330127910	Camino Nuevo High No. 2	171,238	362	168,903
273	09618460123125	Camino Science and Natural Resources Charter	193	0	0
274	09618460000000	Camino Union Elementary	63,292	151	50,422
275	43693930000000	Campbell Union	1,644,048	215	1,186,804
276	43694010000000	Campbell Union High	207,442	0	0
277	58727286115935	Camptonville Academy	79,034	183	77,681
278	58727280000000	Camptonville Elementary	28,326	416	19,257
279	11625540000000	Capay Joint Union Elementary	30,642	162	26,147
280	30664640106765	Capistrano Connections Academy	280,576	99	275,050
281	30664640000000	Capistrano Unified	5,979,594	121	4,618,018
282	34674390123901	Capitol Collegiate Academy	71,734	284	70,908
283	37680070000000	Cardiff Elementary	0	0	0
284	37735510000000	Carlsbad Unified	1,476,590	142	1,155,902
285	27659870000000	Carmel Unified	300,564	119	245,750

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286	42691460000000	Carpinteria Unified	430,997	193	303,503
287	10621661030840	Carter G. Woodson Public Charter	133,268	362	130,174
288	10755980000000	Caruthers Unified	630,591	444	516,867
289	36678760114405	Casa Ramona Academy for Technology, Community, and Education	158,708	785	147,439
290	45699140000000	Cascade Union Elementary	857,260	782	713,546
291	19643450000000	Castaic Union	76,011	0	0
292	45699220000000	Castle Rock Union Elementary	2,859	0	0
293	01612590131672	Castlemont Primary Academy	68,107	624	68,107
294	01611500000000	Castro Valley Unified	897,687	97	672,725
295	40687260000000	Cayucos Elementary	153,428	730	144,722
296	44697990117804	Ceiba College Preparatory Academy	161,686	307	148,585
297	19647330123984	Celerity Cardinal Charter	137,735	407	116,444
298	19647330115766	Celerity Dyad Charter	317,665	453	275,843
299	19647330108910	Celerity Nascent Charter	255,895	445	235,471
300	19647330122655	Celerity Octavia Charter	193,296	483	168,901
301	19647330123166	Celerity Palmati Charter	175,375	404	150,446
302	19647330115782	Celerity Troika Charter	176,425	299	156,216
303	34739730000000	Center Joint Unified	1,223,168	271	1,040,659
304	19643520000000	Centinela Valley Union High	2,671,852	414	2,319,040
305	54718030112458	Central California Connections Academy	52,195	128	51,301
306	36676450000000	Central Elementary	814,623	173	634,332
307	10739650000000	Central Unified	4,688,122	298	4,172,984
308	16638830000000	Central Union Elementary	367,374	215	278,854
309	13631150000000	Central Union High	1,031,481	250	788,432
310	30664720000000	Centralia Elementary	1,035,946	230	738,847
311	19647090112250	Century Academy for Excellence	106,337	472	104,965
312	19647090107508	Century Community Charter	149,868	347	147,812

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313	50710430000000	Ceres Unified	3,926,052	284	3,150,917
314	36676520000000	Chaffey Joint Union High	5,169,687	212	4,414,649
315	19647330108878	CHAMPS - Charter HS of Arts-Multimedia & Performing	128,083	160	125,703
316	19643780000000	Charter Oak Unified	931,398	181	732,944
317	37683383730959	Charter School of San Diego	507,979	209	454,729
318	20756060000000	Chawanakee Unified	270,892	322	239,317
319	29663160000000	Chicago Park Elementary	6,168	0	0
320	04614240000000	Chico Unified	3,396,343	277	2,709,081
321	19646340121186	Children of Promise Preparatory Academy	138,986	430	137,693
322	36676780000000	Chino Valley Unified	5,227,720	181	4,126,042
323	20651930000000	Chowchilla Elementary	776,506	384	630,345
324	20652010000000	Chowchilla Union High	268,371	246	229,602
325	45104540111674	Chrysalis Charter	31,609	162	31,104
326	27659950000000	Chualar Union	115,066	333	70,035
327	37680230000000	Chula Vista Elementary	6,585,876	277	5,092,300
328	37680236115778	Chula Vista Learning Community Charter	342,246	237	287,462
329	49706490000000	Cinnabar Elementary	74,439	275	68,505
330	19647330126177	Citizens of the World 2	83,793	166	82,743
331	19647330126193	Citizens of the World 3	41,216	111	40,838
332	19647330122556	Citizens of the World Charter Hollywood	89,107	209	65,150
333	38684780107300	City Arts and Tech High	115,499	338	114,261
334	37683380124347	City Heights Preparatory Charter	66,922	405	51,106
335	19647330127886	City Language Immersion Charter	56,361	333	55,889
336	19643940000000	Claremont Unified	702,081	99	534,477
337	10621090000000	Clay Joint Elementary	48,402	205	41,801

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338	29663240000000	Clear Creek Elementary	29,716	206	17,872
339	19647330129825	Clemente Charter	134,866	548	134,202
340	49706560000000	Cloverdale Unified	237,068	170	138,273
341	33736760000000	Coachella Valley Unified	11,046,653	594	9,262,603
342	10621250000000	Coalinga-Huron Unified	3,055,472	707	2,626,125
343	40754650000000	Coast Unified	146,254	210	101,109
344	12626796120562	Coastal Grove Charter	39,920	178	39,252
345	53716700000000	Coffee Creek Elementary	1,419	0	0
346	42691610000000	Cold Spring Elementary	14,186	91	9,904
347	37683380122788	Coleman Tech Charter High	25,354	114	24,842
348	31667950000000	Colfax Elementary	84,778	262	63,804
349	42691790000000	College Elementary	76,219	340	60,975
350	19647330131821	Collegiate Charter High School of Los Angeles	32,263	597	32,263
351	36676860000000	Colton Joint Unified	7,410,685	318	6,000,499
352	55723480000000	Columbia Union	145,919	282	116,884
353	54718520000000	Columbine Elementary	42,364	216	36,899
354	06100660000000	Colusa County Office of Education	483	0	0
355	06615980000000	Colusa Unified	369,181	254	247,810
356	34765050108837	Community Collaborative Charter	313,500	632	280,193
357	34765050101766	Community Outreach Academy	675,231	444	560,493
358	19647330129874	Community Preparatory Academy	131,089	524	131,089
359	30664640123729	Community Roots Academy	0	0	0
360	19734370000000	Compton Unified	16,003,096	699	12,852,941
361	56737590000000	Conejo Valley Unified	2,153,640	115	1,531,067
362	41690050127282	Connect Community Charter	50,732	212	49,976
363	50755725030317	Connecting Waters Charter	20,053	0	0
364	01612590114454	Conservatory of Vocal/Instrumental Arts	53,195	237	52,325

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365	01612590132555	Conservatory of Vocal/Instrumental Arts High	0	0	0
366	07100740000000	Contra Costa County Office of Education	1,099,591	1,715	1,094,326
367	16638910000000	Corcoran Joint Unified	1,429,367	437	1,114,517
368	04100410114991	CORE Butte Charter	91,418	131	89,782
369	31103140119214	CORE Placer Charter	30,491	127	29,925
370	43694500121483	Cornerstone Academy Preparatory	102,358	224	100,715
371	52714980000000	Corning Union Elementary	761,496	367	611,518
372	52715060000000	Corning Union High	259,234	253	226,666
373	37680310000000	Coronado Unified	221,669	70	162,760
374	33670330000000	Corona-Norco Unified	9,301,204	169	7,653,208
375	49738820000000	Cotati-Rohnert Park Unified	951,289	162	621,529
376	45699550000000	Cottonwood Union Elementary	246,186	224	182,015
377	19644360000000	Covina-Valley Unified	2,619,059	201	2,097,956
378	01100176001788	Cox Academy	264,479	443	231,125
379	38684786112601	Creative Arts Charter	21,026	50	20,433
380	54721400123273	Crescent Valley Public Charter	0	0	0
381	10625470120535	Crescent View South Charter	0	0	0
382	10101080109991	Crescent View West Charter	0	0	0
383	19647330121848	Crown Preparatory Academy	183,256	389	164,119
384	36676940000000	Cucamonga Elementary	761,205	296	625,097
385	12627370000000	Cuddeback Union Elementary	26,026	215	20,849
386	43694190000000	Cupertino Union	1,164,275	61	435,385
387	55723550000000	Curtis Creek Elementary	149,970	325	103,944
388	54718600000000	Cutler-Orosi Joint Unified	2,815,617	687	2,372,773
389	12627450000000	Cutten Elementary	248,163	433	230,872
390	42750100000000	Cuyama Joint Unified	94,706	404	70,685

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391	30664800000000	Cypress Elementary	467,563	118	267,610
392	19768690131128	Da Vinci Communications High	27,003	133	26,667
393	19768690119636	Da Vinci Design	82,474	151	81,179
394	19768690119016	Da Vinci Science	75,920	146	74,593
395	37683386039457	Darnall Charter	259,246	405	215,669
396	57726780000000	Davis Joint Unified	829,144	96	536,847
397	14632710000000	Death Valley Unified	5,874	202	2,391
398	37680490000000	Dehesa Elementary	25,290	134	21,199
399	37680560000000	Del Mar Union Elementary	85,905	0	0
400	08100820000000	Del Norte County Office of Education	147,630	334	145,566
401	08618200000000	Del Norte County Unified	1,487,345	416	1,207,834
402	15634120000000	Delano Joint Union High	2,381,291	549	2,115,553
403	15634040000000	Delano Union Elementary	4,231,073	556	3,534,393
404	47702270000000	Delphic Elementary	1,094	0	0
405	34674130114660	Delta Elementary Charter	38,592	93	37,873
406	50710680000000	Denair Unified	488,653	383	422,190
407	33670410000000	Desert Center Unified	48,002	2,000	42,280
408	19642461996537	Desert Sands Charter	0	0	0
409	33670580000000	Desert Sands Unified	8,384,384	296	6,811,609
410	36675876111918	Desert Trails Preparatory Academy	194,384	379	177,617
411	15634200000000	Di Giorgio Elementary	89,507	414	80,942
412	37680490119990	Diego Hills Charter	0	0	0
413	37679830131144	Diego Springs Academy	0	0	0
414	37681630124271	Diego Valley Charter	0	0	0
415	54755310000000	Dinuba Unified	3,848,800	579	3,388,001
416	37680236111322	Discovery Charter	107,773	119	71,266
417	39754996118665	Discovery Charter	427	0	0
418	19647330115253	Discovery Charter Preparatory #2	144,637	482	143,173

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419	21653180000000	Dixie Elementary	161,446	80	96,515
420	48705320000000	Dixon Unified	544,798	163	362,707
421	24753170000000	Dos Palos Oro Loma Joint Unified	1,397,195	614	1,181,121
422	53716960000000	Douglas City Elementary	31,391	171	23,986
423	19644510000000	Downey Unified	5,357,727	234	4,439,287
424	01612590129635	Downtown Charter Academy	87,289	351	85,349
425	43104390123257	Downtown College Prep - Alum Rock	233,289	403	195,108
426	43696664330585	Downtown College Preparatory	133,605	420	131,482
427	43696660129718	Downtown College Preparatory Middle	369	0	0
428	39686760117853	Dr. Lewis Dolphin Stallworth Sr. Charter	74,204	343	73,217
429	31668030000000	Dry Creek Joint Elementary	821,471	122	636,927
430	19644690000000	Duarte Unified	1,012,422	295	769,771
431	01750930000000	Dublin Unified	446,120	44	267,795
432	54718940000000	Ducor Union Elementary	134,200	733	105,100
433	49706720000000	Dunham Elementary	3,620	18	1,010
434	47702430000000	Dunsmuir Elementary	110,052	1,236	86,016
435	47702500000000	Dunsmuir Joint Union High	61,523	918	56,269
436	37683380127647	e3 Civic High	142,604	352	141,255
437	54719020000000	Earlimart Elementary	2,206,245	1,125	1,900,960
438	01612590129932	East Bay Innovation Academy	15,475	45	15,201
439	51713730000000	East Nicolaus Joint Union High	15,792	56	11,582
440	01612590100123	East Oakland Leadership Academy	57,642	533	56,876
441	41690620126722	East Palo Alto Academy	114,235	400	112,683
442	43694270000000	East Side Union High	5,622,169	247	4,511,466
443	19644850000000	East Whittier City Elementary	1,294,579	140	955,123
444	19644770000000	Eastside Union Elementary	975,489	289	808,402
445	38684786040935	Edison Charter Academy	216,913	305	192,658
446	15634380000000	Edison Elementary	335,435	307	274,771

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447	10101086085112	Edison-Bethune Charter Academy	242,263	438	225,088
448	30666700101626	Edward B. Cole Academy	158,539	366	156,515
449	23656072330272	Eel River Charter	25,563	370	25,224
450	37683386120935	Einstein Academy	49,619	71	48,336
451	37679910108563	EJE Elementary Academy Charter	188,658	360	158,773
452	37679910119255	EJE Middle Academy	62,815	345	61,760
453	19647331932623	El Camino Real Charter High	230,350	60	224,767
454	13631230000000	El Centro Elementary	2,669,822	534	2,043,854
455	09100900000000	El Dorado County Office of Education	801,190	773	747,400
456	09618530000000	El Dorado Union High	588,029	86	462,278
457	19645010000000	El Monte City	4,431,178	490	3,357,714
458	19645190000000	El Monte Union High	3,782,561	405	3,112,449
459	24656800000000	El Nido Elementary	58,621	366	43,712
460	19645270000000	El Rancho Unified	2,820,396	310	2,204,697
461	19645350000000	El Segundo Unified	215,853	66	156,055
462	30666706119127	El Sol Santa Ana Science and Arts Academy	267,287	296	222,537
463	15751680000000	El Tejon Unified	296,468	391	250,714
464	37683380129395	Elevate Elementary	0	0	0
465	34673140000000	Elk Grove Unified	17,223,704	274	14,831,031
466	15634460000000	Elk Hills Elementary	3,432	0	0
467	52715140000000	Elkins Elementary	2,226	0	0
468	01611680000000	Emery Unified	130,696	186	90,028
469	36677360128439	Empire Springs Charter	66,952	73	65,069
470	50710760000000	Empire Union Elementary	1,203,777	398	949,536
471	37683380129387	Empower Charter	52,773	533	52,530
472	57105790132464	Empowering Possibilities International Charter	139,178	432	107,638

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473	37680800000000	Encinitas Union Elementary	796,472	146	584,725
474	36750440116707	Encore Jr./Sr. High School for the Performing and Visual Arts	284,329	231	280,937
475	19647330120014	Endeavor College Preparatory Charter	266,610	435	241,301
476	45699710000000	Enterprise Elementary	1,330,165	362	1,071,329
477	19646911996438	Environmental Charter High	167,498	325	164,391
478	19101990121772	Environmental Charter Middle	133,704	378	131,934
479	19101990127498	Environmental Charter Middle - Inglewood	72,760	399	71,852
480	01100170112607	Envision Academy for Arts & Technology	98,127	241	97,043
481	01612590129403	Epic Charter	130,834	454	129,874
482	37683380126151	Epiphany Prep Charter	92,928	376	79,599
483	19647330126169	Equitas Academy #2 Charter	126,455	424	125,437
484	19647330129650	Equitas Academy #3 Charter	0	0	0
485	19647330119982	Equitas Academy Charter	196,737	437	175,550
486	39685020000000	Escalon Unified	551,702	204	410,305
487	37680980000000	Escondido Union	5,733,309	332	4,336,926
488	37681060000000	Escondido Union High	2,220,064	288	1,886,375
489	43694274330726	Escuela Popular Accelerated Family Learning	142,034	363	112,747
490	57726860000000	Esparto Unified	232,184	234	157,622
491	36677020000000	Etiwanda Elementary	1,083,085	78	834,253
492	12755150000000	Eureka City Schools	1,368,810	372	1,053,834
493	31668290000000	Eureka Union	233,930	71	161,645
494	37683380121145	Evangeline Roberts Institute of Learning	52,832	285	52,089
495	41690620119503	Everest Public High	61,546	163	61,546
496	19647330129858	Everest Value	0	0	0
497	43694350000000	Evergreen Elementary	1,858,823	153	1,270,963

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498	52715220000000	Evergreen Union	217,342	211	179,201
499	36678760121343	Excel Prep Charter	57,458	356	56,642
500	33671570125666	Excel Prep Charter - IE	191,659	267	188,206
501	36679343630761	Excelsior Charter	328,562	166	319,159
502	19647330127852	Executive Preparatory Academy of Finance	80,022	408	79,331
503	54768360000000	Exeter Unified	1,218,401	428	1,030,299
504	19647330124198	Extera Public	183,657	353	158,141
505	19647330128132	Extera Public School No. 2	124,203	432	106,402
506	20652430107938	Ezequiel Tafoya Alvarado Academy	180,882	397	154,520
507	15634610000000	Fairfax Elementary	899,276	371	727,875
508	48705400000000	Fairfield-Suisun Unified	4,773,983	222	3,772,577
509	45699890000000	Fall River Joint Unified	246,043	207	192,109
510	37681220000000	Fallbrook Union High	660,101	285	558,106
511	54753250000000	Farmersville Unified	2,154,430	835	1,869,902
512	37680236037956	Feaster (Mae L.) Charter	450,196	368	384,619
513	04614400000000	Feather Falls Union Elementary	19,900	1,809	17,443
514	19647330131722	Fenton Academy for Social and Emotional Learning	55,949	327	55,949
515	19647336017016	Fenton Avenue Charter	562,617	754	463,907
516	19647330115048	Fenton Primary Center	302,120	377	260,410
517	19647330131466	Fenton STEM Academy: Elementary Center for Science Technology Engineering and Mathematics	55,949	372	55,949
518	12753740000000	Ferndale Unified	62,070	118	47,841
519	12627940000000	Fieldbrook Elementary	22,672	153	16,388
520	56724540000000	Fillmore Unified	1,357,739	358	1,082,752
521	10738090000000	Firebaugh-Las Deltas Unified	1,217,095	537	1,001,197

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522	52715300000000	Flournoy Union Elementary	7,164	311	2,375
523	34673300000000	Folsom-Cordova Unified	3,674,072	185	2,966,780
524	36677100000000	Fontana Unified	14,100,650	357	11,607,466
525	31668370000000	Foresthill Union Elementary	167,336	427	138,779
526	49706800000000	Forestville Union Elementary	92,206	268	64,425
527	47702920000000	Forks of Salmon Elementary	3,395	0	0
528	23655650000000	Fort Bragg Unified	602,172	335	486,629
529	49706980000000	Fort Ross Elementary	3,118	155	1,575
530	18750360000000	Fort Sage Unified	49,099	160	41,268
531	12768020000000	Fortuna Elementary	490,631	423	415,850
532	12628100000000	Fortuna Union High	169,555	149	140,746
533	34103480124651	Fortune	404,456	338	400,575
534	30664980000000	Fountain Valley Elementary	573,934	90	363,316
535	10621580000000	Fowler Unified	985,121	389	849,074
536	51713810000000	Franklin Elementary	65,303	136	47,133
537	01611760000000	Fremont Unified	4,007,750	113	2,702,098
538	43694680000000	Fremont Union High	237,267	0	0
539	45699970000000	French Gulch-Whiskeytown Elementary	3,338	0	0
540	12628280000000	Freshwater Elementary	73,032	229	63,504
541	10101080000000	Fresno County Office of Education	1,372,077	3,688	1,341,439
542	10621660000000	Fresno Unified	49,654,732	698	42,757,930
543	15634790000000	Fruitvale Elementary	435,846	134	391,153
544	12626790109975	Fuente Nueva Charter	12,258	106	12,018
545	30665140000000	Fullerton Joint Union High	3,236,524	227	2,758,535
546	50757390131185	Fusion Charter	46,030	340	45,469
547	34765050101832	Futures High	153,941	363	127,157
548	19647330108886	Gabriella Charter	176,995	408	162,059
549	34673480000000	Galt Joint Union Elementary	1,067,839	292	891,538

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550	34673550000000	Galt Joint Union High	462,427	207	401,379
551	12628360000000	Garfield Elementary	2,330	0	0
552	19645500000000	Garvey Elementary	3,080,525	611	2,307,160
553	33103300128777	Gateway College and Career Academy	0	0	0
554	38684783830437	Gateway High	62,140	132	60,981
555	34674470128124	Gateway International	168,596	353	137,893
556	38684780123265	Gateway Middle	35,989	116	35,292
557	45752670000000	Gateway Unified	1,788,922	713	1,564,170
558	47703180000000	Gazelle Union Elementary	2,344	0	0
559	15634870000000	General Shafter Elementary	71,598	441	65,080
560	52715480000000	Gerber Union Elementary	189,148	468	145,828
561	49707060000000	Geyserville Unified	33,956	137	20,768
562	19647330112334	Gifted Academy of Mathematics and Entrepreneurial Studies	79,881	456	79,047
563	43694840123760	Gilroy Prep (a Navigator School)	80,188	190	66,278
564	43694840000000	Gilroy Unified	2,410,304	210	1,738,158
565	19647330133710	Girls Athletic Leadership School Los Angeles	0	0	0
566	19645680000000	Glendale Unified	7,908,245	303	5,728,475
567	19645760000000	Glendora Unified	654,826	85	441,709
568	11101160000000	Glenn County Office of Education	104,772	192	100,185
569	19647330114967	Global Education Academy	111,802	473	93,196
570	19647330129833	Global Education Academy 2	34,712	445	34,555
571	19647330128116	Global Education Academy Middle	60,766	440	60,051
572	30664230131417	GOALS Academy	34,623	173	34,254
573	19647330117978	Goethe International Charter	0	0	0
574	09618790000000	Gold Oak Union Elementary	87,315	185	60,959
575	55724130112276	Gold Rush Charter	0	0	0

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576	09618870000000	Gold Trail Union Elementary	57,984	107	47,465
577	47104700117168	Golden Eagle Charter	88,916	228	87,588
578	04614570000000	Golden Feather Union Elementary	82,402	735	62,990
579	20755800000000	Golden Valley Unified	204,835	108	175,358
580	42691950000000	Goleta Union Elementary	561,620	152	318,157
581	37683380119610	Gompers Preparatory Academy	430,032	360	394,342
582	27754730000000	Gonzales Unified	827,881	340	617,430
583	19645840000000	Gorman Elementary	1,969	0	0
584	19645841996305	Gorman Learning Center	210,167	91	200,412
585	19647331933746	Granada Hills Charter High	741,856	161	728,917
586	45700030000000	Grant Elementary	69,978	113	60,908
587	29663320000000	Grass Valley Elementary	642,466	368	542,357
588	50710840000000	Gratton Elementary	23,696	172	18,222
589	49707140000000	Gravenstein Union Elementary	57,239	77	50,171
590	27660270000000	Graves Elementary	968	0	0
591	12628510000000	Green Point Elementary	1,919	0	0
592	24657550125575	Green Valley Charter	28,285	186	27,813
593	15635030000000	Greenfield Union	3,544,957	382	2,995,897
594	27660350000000	Greenfield Union Elementary	1,322,254	376	1,013,054
595	47703260000000	Grenada Elementary	45,090	249	40,986
596	04755070000000	Gridley Unified	637,156	315	486,894
597	15101570124040	Grimmway Academy	215,149	316	189,979
598	37681300000000	Grossmont Union High	4,616,094	264	3,914,148
599	42692030000000	Guadalupe Union Elementary	384,521	303	240,932
600	37684523730942	Guajome Park Academy Charter	210,826	157	199,049
601	49707220000000	Guerneville Elementary	139,243	511	109,351
602	24736190000000	Gustine Unified	791,639	419	672,315
603	19734450000000	Hacienda la Puente Unified	5,619,884	286	4,561,889

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604	11765620000000	Hamilton Unified	293,190	397	240,844
605	16639170000000	Hanford Elementary	2,484,717	421	2,066,358
606	16639250000000	Hanford Joint Union High	942,134	249	807,073
607	47703340000000	Happy Camp Union Elementary	66,263	552	52,602
608	44697570000000	Happy Valley Elementary	13,481	0	0
609	45700110000000	Happy Valley Union Elementary	256,161	512	218,945
610	37681630128421	Harbor Springs Charter	69,058	86	67,228
611	36678760122317	Hardy Brown College Prep	132,722	361	130,876
612	49707300000000	Harmony Union Elementary	56,734	252	40,651
613	37683386040018	Harriet Tubman Village Charter	150,795	376	127,754
614	50710920000000	Hart-Ransom Union Elementary	133,356	122	114,923
615	19645920000000	Hawthorne	3,403,343	386	2,725,699
616	01611920000000	Hayward Unified	6,703,960	320	5,246,476
617	37683380114462	Health Sciences High	143,768	252	141,481
618	37683380128066	Health Sciences Middle	24,096	160	24,096
619	13631310000000	Heber Elementary	343,266	278	244,414
620	36677360000000	Helendale Elementary	100,208	96	82,789
621	37681303732732	Helix High	531,919	222	461,560
622	33670820000000	Hemet Unified	7,566,213	353	6,636,985
623	34765050108415	Heritage Peak Charter	216,041	194	212,451
624	19646000000000	Hermosa Beach City Elementary	0	0	0
625	36750440000000	Hesperia Unified	7,100,713	328	6,147,301
626	50711000000000	Hickman Community Charter	82,008	77	66,163
627	37683380131565	High Tech Elementary	60,084	150	60,084
628	37683386117683	High Tech Elementary Explorer	30,326	85	28,507
629	37683380106732	High Tech High International	46,843	117	45,948
630	37683380108787	High Tech High Media Arts	58,663	146	57,540
631	19647330100677	High Tech LA	58,917	151	57,802

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
632	37683380107573	High Tech Middle Media Arts	48,864	156	47,978
633	34765050113878	Higher Learning Academy	91,703	390	90,543
634	41689080000000	Hillsborough City Elementary	23,590	0	0
635	35674700000000	Hollister	1,303,265	243	887,868
636	35674700127688	Hollister Prep	78,757	262	63,708
637	37683386117279	Holly Drive Leadership Academy	72,325	478	68,782
638	13631490000000	Holtville Unified	587,972	370	424,081
639	42692110000000	Hope Elementary	126,575	126	83,220
640	54719440000000	Hope Elementary	34,344	136	30,205
641	49707630000000	Horicon Elementary	3,467	73	1,832
642	47703590000000	Hornbrook Elementary	24,027	436	20,914
643	54719510000000	Hot Springs Elementary	15,989	888	13,576
644	37680230124321	Howard Gardner Community Charter	47,942	191	47,298
645	28662580000000	Howell Mountain Elementary	35,159	439	25,148
646	56724620000000	Hueneme Elementary	2,326,699	279	1,594,958
647	19646260000000	Hughes-Elizabeth Lakes Union Elementary	65,612	324	49,131
648	50755490000000	Hughson Unified	651,742	304	521,323
649	12101240000000	Humboldt County Office of Education	236,863	781	234,335
650	10101080111682	Hume Lake Charter	13,695	198	13,458
651	30665300000000	Huntington Beach City Elementary	627,531	89	430,532
652	12628850000000	Hydesville Elementary	22,089	115	18,695
653	19646340120303	ICEF Inglewood Elementary Charter Academy	121,559	308	119,836
654	19646340120311	ICEF Inglewood Middle Charter Academy	62,367	288	61,433
655	19647330117952	ICEF Innovation Los Angeles Charter	107,686	557	106,476
656	19647330117937	ICEF Vista Elementary Academy	149,505	409	125,071
657	19647330115287	ICEF Vista Middle Academy	82,767	343	81,684

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
658	37683380108548	Iftin Charter	245,289	490	203,235
659	45700290000000	Igo, Ono, Platina Union Elementary	34,595	596	24,093
660	13631230121855	Imagine Schools at Imperial Valley	307,776	366	249,965
661	33103300125385	Imagine Schools, Riverside County	105,334	554	82,009
662	01611920113902	Impact Academy of Arts & Technology	111,487	241	109,693
663	13101320000000	Imperial County Office of Education	408,328	697	379,911
664	13631640000000	Imperial Unified	688,308	170	526,194
665	09618950000000	Indian Diggings Elementary	692	0	0
666	45700370000000	Indian Springs Elementary	3,617	258	1,369
667	19647330121137	Ingenium Charter	135,080	280	133,069
668	19647330127985	Ingenium Charter Middle	59,693	392	58,958
669	37683380131979	Ingenuity Charter	0	0	0
670	19646340000000	Inglewood Unified	6,859,613	586	5,578,677
671	37683380118083	Innovations Academy	36,159	103	35,514
672	19650940125393	Insight @ Los Angeles	25,842	99	25,418
673	37684030125401	Insight @ San Diego	9,734	61	9,567
674	37682210101360	Integrity Charter	122,863	385	103,522
675	27660926118962	International School of Monterey	630	0	0
676	30736500000000	Irvine Unified	3,108,988	99	2,023,351
677	16639330000000	Island Union Elementary	122,171	325	85,585
678	19647330106351	Ivy Academia	100,655	118	86,988
679	12628930000000	Jacoby Creek Elementary	25,083	58	16,167
680	19647330109884	James Jordan Middle	127,337	329	125,554
681	55723630000000	Jamestown Elementary	204,677	624	188,098
682	37681550000000	Jamul-Dulzura Union Elementary	254,116	438	223,551
683	18641050000000	Janesville Union Elementary	80,995	230	68,828
684	19101990106880	Jardin de la Infancia	17,674	490	17,491
685	35674880000000	Jefferson Elementary	637	0	0

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686	39685440000000	Jefferson Elementary	290,471	123	227,489
687	41689160000000	Jefferson Elementary	1,143,109	181	667,740
688	41689240000000	Jefferson Union High	501,947	109	344,599
689	07617960132233	John Henry High	49,131	389	49,131
690	07616970000000	John Swett Unified	485,883	286	392,178
691	18641130000000	Johnstonville Elementary	41,655	204	30,643
692	30664646117758	Journey	20,228	47	18,975
693	37681630000000	Julian Union Elementary	74,054	223	51,091
694	37681710000000	Julian Union High	23,137	141	15,849
695	53717380000000	Junction City Elementary	14,812	189	10,072
696	45700450000000	Junction Elementary	52,822	199	42,274
697	47703670000000	Junction Elementary	1,740	0	0
698	33670900000000	Jurupa Unified	6,706,118	348	5,401,624
699	49708880000000	Kashia Elementary	584	0	0
700	37683380126730	Kavod Elementary Charter	0	0	0
701	37683386039812	Keiller Leadership Academy	195,791	352	174,198
702	17640140000000	Kelseyville Unified	606,381	357	486,705
703	21653340000000	Kentfield Elementary	45,657	37	31,329
704	49707890000000	Kenwood	3,628	0	0
705	10621660127514	Kepler Neighborhood	82,516	267	81,613
706	19646420000000	Keppel Union Elementary	849,222	324	644,730
707	10739990000000	Kerman Unified	1,923,359	389	1,591,697
708	15101570000000	Kern County Office of Education	2,232,889	701	2,216,433
709	15635290000000	Kern High	12,852,641	336	11,573,912
710	15635450000000	Kernville Union Elementary	478,837	545	412,452
711	50711340000000	Keyes Union	367,871	334	297,471
712	49709126116958	Kid Street Learning Center Charter	29,055	309	28,453
713	27660500000000	King City Union	786,058	298	571,780

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714	37683386119598	King-Chavez Academy of Excellence	160,202	481	140,136
715	37683380109033	King-Chavez Arts Academy	89,096	484	76,621
716	37683380109041	King-Chavez Athletics Academy	88,725	477	76,157
717	37683380118851	King-Chavez Community High	212,642	354	191,873
718	37683380111906	King-Chavez Preparatory Academy	166,428	462	152,099
719	37683386040190	King-Chavez Primary Academy	181,130	464	150,273
720	10622650000000	Kings Canyon Joint Unified	5,244,337	539	4,459,256
721	16101650000000	Kings County Office of Education	167,599	0	164,950
722	54719690000000	Kings River Union Elementary	474,019	1,055	381,877
723	16639580132860	Kings Valley Academy	0	0	0
724	10622400000000	Kingsburg Elementary Charter	542,293	240	425,065
725	10622570000000	Kingsburg Joint Union High	617,987	521	582,497
726	19647330128512	KIPP Academy of Innovation	95,275	381	94,763
727	19647330101444	KIPP Academy of Opportunity	127,318	353	125,522
728	37683380101345	KIPP Adelante Preparatory Academy	167,128	501	150,058
729	38684780101337	KIPP Bayview Academy	101,461	346	100,276
730	01612590115014	KIPP Bridge Academy	85,645	271	84,275
731	19647330121707	KIPP Comienza Community Prep	207,061	374	175,599
732	19647330121699	KIPP Empower Academy	185,136	331	182,503
733	41690050132068	KIPP Excelencia Community Preparatory	75,082	354	65,076
734	43693690106633	KIPP Heartwood Academy	139,268	343	137,441
735	43694500129205	KIPP Heritage Academy	58,738	271	58,317
736	19647330131771	KIPP Ignite Academy	40,704	350	40,704
737	19647330127670	KIPP Iluminar Academy	215,926	481	155,938
738	01613090114421	KIPP King Collegiate High	129,571	232	127,572
739	19647330100867	KIPP Los Angeles College Preparatory	192,175	389	189,714
740	19647330125609	KIPP Philosophers Academy	149,836	422	148,530

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
741	43693690129924	Kipp Prize Preparatory Academy	78,171	379	77,670
742	19647330131797	KIPP Promesa Prep	40,704	353	40,704
743	19647330117903	KIPP Raices Academy	231,238	423	201,221
744	38684780101352	KIPP San Francisco Bay Academy	120,278	322	118,769
745	38684780127530	KIPP San Francisco College Preparatory	120,732	388	119,648
746	43694270116889	KIPP San Jose Collegiate	125,478	259	123,660
747	19647330125625	KIPP Scholar Academy	158,583	403	157,052
748	19647330125641	KIPP Sol Academy	148,327	381	147,068
749	01613090101212	KIPP Summit Academy	170,022	408	106,092
750	19647330129460	KIPP Vida Preparatory Academy	135,984	417	134,847
751	52715550000000	Kirkwood Elementary	13,157	146	11,884
752	16639580000000	Kit Carson Union Elementary	97,645	247	81,707
753	47703750000000	Klamath River Union Elementary	3,696	194	1,389
754	12629010000000	Klamath-Trinity Joint Unified	498,130	463	406,765
755	12629190000000	Kneeland Elementary	3,094	0	0
756	50711420000000	Knights Ferry Elementary	4,690	0	0
757	01611920127696	Knowledge Enlightens You (KEY) Academy	133,680	257	132,796
758	17640220000000	Konocti Unified	1,621,537	500	1,369,957
759	19646590000000	La Canada Unified	100,107	0	0
760	30665630000000	La Habra City Elementary	1,573,309	314	1,184,219
761	41689400000000	La Honda-Pescadero Unified	88,236	241	63,003
762	37681970000000	La Mesa-Spring Valley	3,118,651	256	2,387,887
763	07617130000000	Lafayette Elementary	123,430	34	56,934
764	30665550000000	Laguna Beach Unified	295,632	97	220,062
765	21653420000000	Laguna Joint Elementary	999	0	0
766	27660760000000	Lagunita Elementary	5,192	0	0

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767	17640550108340	Lake County International Charter	18,311	234	18,038
768	17101730000000	Lake County Office of Education	77,175	2,205	76,592
769	11625960000000	Lake Elementary	28,167	162	23,977
770	33751760000000	Lake Elsinore Unified	5,384,106	247	4,627,969
771	09619030000000	Lake Tahoe Unified	1,017,898	254	732,096
772	17640300000000	Lakeport Unified	478,137	306	389,984
773	43694920000000	Lakeside Joint	29,142	331	22,187
774	15635520000000	Lakeside Union	35,136	0	0
775	16639660000000	Lakeside Union Elementary	292,265	970	229,918
776	37681890000000	Lakeside Union Elementary	743,541	145	561,669
777	39767600000000	Lammersville Joint Unified	226,752	57	174,343
778	15635600000000	Lamont Elementary	1,819,504	600	1,507,111
779	19646670000000	Lancaster Elementary	4,944,290	346	4,175,158
780	19647330108928	Larchmont Charter	161,661	113	158,299
781	21653670000000	Larkspur-Corte Madera	79,662	51	62,178
782	41689570000000	Las Lomas Elementary	53,537	37	19,188
783	19646830000000	Las Virgenes Unified	982,417	86	741,144
784	19647330128025	Lashon Academy	60,062	330	60,062
785	18101810000000	Lassen County Office of Education	129,646	5,185	129,037
786	18641390000000	Lassen Union High	167,534	199	139,677
787	52715630000000	Lassen View Union Elementary	107,477	350	85,532
788	43694274330668	Latino College Preparatory Academy	174,495	427	150,566
789	10622810000000	Laton Joint Unified	319,048	447	228,616
790	09619110000000	Latrobe	20,643	167	16,992
791	37683380128744	Laurel Preparatory Academy	0	0	0
792	12626870124263	Laurel Tree Charter	19,773	155	19,773
793	36750440118059	LaVerne Elementary Preparatory Academy	111,952	226	111,952

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794	19646910000000	Lawndale Elementary	1,958,053	339	1,529,784
795	23739160000000	Laytonville Unified	140,837	355	114,801
796	01100176002000	Lazear Charter Academy	201,020	436	178,179
797	24657220000000	Le Grand Union Elementary	172,773	415	140,745
798	24657300000000	Le Grand Union High	279,844	560	244,145
799	01611920108670	Leadership Public Schools - Hayward	107,326	199	107,326
800	07617960101477	Leadership Public Schools: Richmond	218,608	427	189,943
801	37683380106799	Learning Choice Academy	149,180	153	146,476
802	01612590115592	Learning Without Limits	173,539	422	154,296
803	19648810118075	Learning Works	87,377	309	87,377
804	23752180000000	Leggett Valley Unified	64,322	974	55,036
805	37682050000000	Lemon Grove	1,301,175	331	1,027,674
806	16639740000000	Lemoore Union Elementary	835,702	262	700,314
807	16639820000000	Lemoore Union High	398,315	195	343,958
808	19647090000000	Lennox	2,927,507	570	2,304,303
809	37680230119594	Leonardo da Vinci Health Sciences Charter	63,804	195	51,572
810	53717460000000	Lewiston Elementary	68,935	1,253	60,965
811	19647330131904	Libertas College Preparatory Charter	49,131	552	49,131
812	49707970000000	Liberty Elementary	17,036	79	13,411
813	54719850000000	Liberty Elementary	64,536	138	58,801
814	07617210000000	Liberty Union High	530,674	64	416,102
815	19764970115725	Lifeline Education Charter	254,749	443	241,571
816	21653750000000	Lincoln Elementary	593	0	0
817	39685690000000	Lincoln Unified	1,964,573	211	1,499,256
818	39685770000000	Linden Unified	649,036	284	531,862
819	54719930000000	Lindsay Unified	2,939,635	693	2,551,685
820	15635860000000	Linns Valley-Poso Flat Union	49,801	1,509	47,901

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821	19647170000000	Little Lake City Elementary	766,026	159	539,146
822	47703830000000	Little Shasta Elementary	2,131	0	0
823	44697650000000	Live Oak Elementary	576,569	273	427,295
824	51713990000000	Live Oak Unified	673,322	372	537,587
825	01612000107839	Livermore Valley Charter	0	0	0
826	01612000120931	Livermore Valley Charter Preparatory High	0	0	0
827	01612000000000	Livermore Valley Joint Unified	1,472,488	116	1,030,755
828	24657480000000	Livingston Union	1,176,422	459	918,378
829	39685850000000	Lodi Unified	8,605,887	296	6,786,713
830	12629270000000	Loleta Union Elementary	33,146	260	24,875
831	43695000000000	Loma Prieta Joint Union Elementary	34,553	70	21,354
832	42692290000000	Lompoc Unified	3,089,396	315	2,343,801
833	14632890000000	Lone Pine Unified	111,429	282	86,642
834	19647250000000	Long Beach Unified	32,014,245	405	25,958,542
835	30739240000000	Los Alamitos Unified	490,226	49	337,713
836	43695180000000	Los Altos Elementary	132,088	0	0
837	19647330110304	Los Angeles Academy of Arts & Enterprise Charter	153,599	407	140,342
838	19101990000000	Los Angeles County Office of Education	12,294,975	2,558	12,101,017
839	19101990109942	Los Angeles International Charter High	78,757	351	77,709
840	19647331996610	Los Angeles Leadership Academy	188,793	350	186,009
841	19647330124818	Los Angeles Leadership Primary Academy	143,568	411	129,643
842	19647330000000	Los Angeles Unified	356,130,253	677	300,631,613
843	19647330112235	Los Feliz Charter School for the Arts	46,382	91	45,238
844	43695260000000	Los Gatos Union Elementary	55,346	0	0
845	43695340000000	Los Gatos-Saratoga Joint Union High	112,467	34	78,318

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846	52715710000000	Los Molinos Unified	230,243	406	197,277
847	19647580000000	Los Nietos	582,650	343	434,107
848	42692450000000	Los Olivos Elementary	18,955	110	9,515
849	15635940000000	Lost Hills Union Elementary	280,573	509	216,716
850	19647330117945	Lou Dantzler Preparatory Charter Elementary	122,921	364	121,533
851	19647660000000	Lowell Joint	444,505	138	329,681
852	01612590126748	LPS Oakland R & D Campus	113,854	334	113,854
853	17640480000000	Lucerne Elementary	170,464	648	151,084
854	36750510000000	Lucerne Valley Unified	320,914	457	249,578
855	40687590000000	Lucia Mar Unified	1,828,619	170	1,255,731
856	43694270130856	Luis Valdez Leadership Academy	71,814	360	60,387
857	43695420000000	Luther Burbank	138,677	256	82,709
858	37684113731304	MAAC Community Charter	77,053	244	51,444
859	20102070000000	Madera County Office of Education	565,454	570	559,992
860	20652430000000	Madera Unified	8,735,843	443	7,270,344
861	30665890000000	Magnolia Elementary	2,546,774	397	1,974,734
862	19647336119945	Magnolia Science Academy	248,011	450	203,657
863	19647330115212	Magnolia Science Academy 2	132,004	266	128,977
864	19647330115030	Magnolia Science Academy 3	159,578	339	157,386
865	19647330117622	Magnolia Science Academy 4	59,892	320	58,843
866	19647330117630	Magnolia Science Academy 5	86,916	579	85,666
867	19647330117648	Magnolia Science Academy 6	46,493	273	45,206
868	19647330117655	Magnolia Science Academy 7	79,293	264	77,785
869	19647330122747	Magnolia Science Academy Bell	202,495	409	199,901
870	37683380109157	Magnolia Science Academy San Diego	22,712	51	22,111
871	30768930130765	Magnolia Science Academy Santa Ana	27,629	189	26,644
872	43104390120261	Magnolia Science Academy Santa Clara	27,395	279	25,688

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873	13631720000000	Magnolia Union Elementary	3,201	0	0
874	07100740114470	Making Waves Academy	250,332	329	233,781
875	23655730000000	Manchester Union Elementary	5,484	0	0
876	19753330000000	Manhattan Beach Unified	298,674	44	217,013
877	39685930000000	Manteca Unified	5,105,003	222	4,112,653
878	04614990000000	Manzanita Elementary	71,998	262	61,983
879	07617966118368	Manzanita Middle	49,844	369	49,198
880	42692290116921	Manzanita Public Charter	102,106	244	100,797
881	12629350000000	Maple Creek Elementary	457	0	0
882	15636100000000	Maple Elementary	7,494	0	0
883	51714070000000	Marcum-Illinois Union Elementary	24,865	162	15,794
884	48705816116255	Mare Island Technology Academy	105,923	248	104,198
885	31750850117879	Maria Montessori Charter Academy	20,543	79	20,038
886	15636280000000	Maricopa Unified	129,450	391	118,592
887	21102150000000	Marin County Office of Education	317,279	1,188	256,913
888	22655320000000	Mariposa County Unified	615,249	353	450,768
889	05615720000000	Mark Twain Union Elementary	233,217	285	203,755
890	49708050000000	Mark West Union Elementary	318,271	217	274,888
891	58727360000000	Marysville Joint Unified	4,174,013	449	3,289,931
892	19647330126136	Math and Science College Preparatory	140,926	355	139,813
893	12753820000000	Mattole Unified	13,696	17	1,865
894	06616060000000	Maxwell Unified	78,586	237	59,854
895	13631800000000	McCabe Union Elementary	124,319	91	114,997
896	47704090000000	McCloud Union Elementary	50,760	995	37,355
897	15739080000000	McFarland Unified	1,611,943	464	1,310,899
898	37683386113211	McGill School of Success	63,309	408	62,656
899	12629500000000	McKinleyville Union Elementary	340,694	294	265,904
900	15636510000000	McKittrick Elementary	0	0	0

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901	24657630000000	McSwain Union Elementary	127,903	155	101,488
902	13631980000000	Meadows Union Elementary	162,978	355	120,953
903	23102310000000	Mendocino County Office of Education	295,225	3,075	292,611
904	23655810000000	Mendocino Unified	97,462	180	53,174
905	10751270000000	Mendota Unified	2,286,606	709	1,896,239
906	41689650000000	Menlo Park City Elementary	107,284	36	50,516
907	24657710000000	Merced City Elementary	5,993,093	548	4,801,688
908	24102490000000	Merced County Office of Education	811,917	696	778,749
909	24737260000000	Merced River Union Elementary	38,252	265	31,720
910	24657890000000	Merced Union High	3,729,647	382	3,261,560
911	51714150000000	Meridian Elementary	16,846	221	11,693
912	56724700000000	Mesa Union Elementary	74,434	118	57,208
913	19647330127977	Metro Charter	47,795	234	47,308
914	15636690000000	Midway Elementary	20,747	188	16,837
915	21653910000000	Mill Valley Elementary	132,226	41	81,059
916	41689730000000	Millbrae Elementary	251,602	103	135,257
917	39754990102392	Millennium Charter	701	0	0
918	43733870000000	Milpitas Unified	1,266,802	123	803,476
919	36750440114389	Mirus Secondary	97,670	325	96,632
920	38767520123505	Mission Preparatory	84,853	368	70,959
921	27660840000000	Mission Union Elementary	2,900	0	0
922	19651360114439	Mission View Public	0	0	0
923	48705814830196	MIT Academy	77,243	186	75,878
924	50711670000000	Modesto City Elementary	8,315,965	545	6,619,135
925	50711750000000	Modesto City High	4,310,761	294	3,669,286
926	25102560000000	Modoc County Office of Education	114,850	2,801	114,222
927	25735850000000	Modoc Joint Unified	314,975	382	271,441
928	15636770000000	Mojave Unified	1,913,812	705	1,767,987

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
929	261026400000000	Mono County Office of Education	18,924	0	0
930	106232300000000	Monroe Elementary	173,374	1,019	159,638
931	196479000000000	Monrovia Unified	1,411,533	240	1,064,392
932	19647330114959	Monsenor Oscar Romero Charter Middle	147,098	436	145,006
933	547200900000000	Monson-Sultana Joint Union Elementary	275,632	611	233,635
934	19647336018204	Montague Charter Academy	522,601	554	470,166
935	477041700000000	Montague Elementary	118,062	608	98,001
936	497081300000000	Monte Rio Union Elementary	9,974	118	3,023
937	196480800000000	Montebello Unified	12,527,821	424	9,776,268
938	426925200000000	Montecito Union Elementary	83,114	183	65,785
939	271027200000000	Monterey County Office of Education	770,041	779	764,053
940	276609200000000	Monterey Peninsula Unified	2,888,646	285	2,106,589
941	497082100000000	Montgomery Elementary	20,036	607	17,571
942	567394000000000	Moorpark Unified	767,796	115	480,681
943	076174700000000	Moraga Elementary	60,719	32	31,790
944	436957500000000	Moreland	692,139	140	411,621
945	336712400000000	Moreno Valley Unified	13,091,511	383	11,249,353
946	436958300000000	Morgan Hill Unified	1,430,858	168	1,057,432
947	366777700000000	Morongo Unified	3,147,819	379	2,621,013
948	49708706109144	Morrice Schaefer Charter	80,265	180	78,989
949	436961700000000	Mount Pleasant Elementary	644,493	243	449,137
950	446977300000000	Mountain Elementary	5,877	0	0
951	376821300000000	Mountain Empire Unified	679,725	438	552,552
952	016121800000000	Mountain House Elementary	2,020	126	1,139
953	457370000000000	Mountain Union Elementary	34,255	469	26,397
954	537502800000000	Mountain Valley Unified	230,481	838	183,767
955	196481600000000	Mountain View Elementary	4,420,954	601	3,324,159

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
956	36677850000000	Mountain View Elementary	113,810	0	0
957	43695910000000	Mountain View Whisman	679,111	133	371,851
958	43696090000000	Mountain View-Los Altos Union High	292,662	72	196,428
959	36677930000000	Mt. Baldy Joint Elementary	2,845	0	0
960	07617540000000	Mt. Diablo Unified	6,916,218	217	5,287,410
961	47704250000000	Mt. Shasta Union Elementary	179,781	336	145,016
962	37680236037980	Mueller Charter (Robert L.)	428,573	330	368,371
963	13632060000000	Mulberry Elementary	2,421	0	0
964	19647336119044	Multicultural Learning Center	92,403	232	77,776
965	56725040000000	Mupu Elementary	3,848	0	0
966	15636850000000	Muroc Joint Unified	375,062	196	313,742
967	33752000000000	Murrieta Valley Unified	2,230,845	97	1,999,479
968	37683386115570	Museum	13,533	57	11,775
969	19647330102483	N.E.W. Academy Canoga Park	217,944	436	190,079
970	19647330100289	N.E.W. Academy of Science and Arts	151,247	433	127,077
971	28102800000000	Napa County Office of Education	183,788	1,127	183,788
972	28662660000000	Napa Valley Unified	2,798,805	153	1,956,137
973	37681890118323	National University Academy	117,782	117	115,832
974	34674210132639	National University Academy Robla	0	0	0
975	34752830000000	Natomas Unified	2,192,270	153	1,848,749
976	01611190119222	Nea Community Learning Center	36,561	69	36,561
977	36678010000000	Needles Unified	546,013	550	457,545
978	29102980000000	Nevada County Office of Education	470,834	368	465,861
979	29663570000000	Nevada Joint Union High	414,943	150	328,267
980	18641620120287	New Day Academy	49,347	147	48,437
981	19647330102541	New Designs Charter	353,828	416	332,739
982	19647330120071	New Designs Charter School-Watts	184,010	408	182,191
983	01612420000000	New Haven Unified	1,843,985	151	1,266,504

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
984	19647330111211	New Heights Charter	177,311	408	162,492
985	39686190000000	New Hope Elementary	98,206	501	75,023
986	19647330128371	New Horizons Charter Academy	113,285	566	91,787
987	39686270000000	New Jerusalem Elementary	38,192	25	32,364
988	19647330117614	New Los Angeles Charter	91,629	299	90,327
989	19647330133702	New Los Angeles Charter Elementary	0	0	0
990	19647330117911	New Millennium Secondary	142,546	754	141,775
991	10101080125260	New Spirit Charter Academy	36,107	316	35,642
992	19647330111484	New Village Girls Academy	51,067	405	50,519
993	36678760120006	New Vision Middle	114,750	365	113,383
994	19756636120158	New West Charter	0	0	0
995	01612340000000	Newark Unified	992,708	165	687,469
996	31668520000000	Newcastle Elementary	44,683	24	35,319
997	19648320000000	Newhall	1,160,841	172	871,459
998	50736010000000	Newman-Crows Landing Unified	928,050	315	741,624
999	30665970000000	Newport-Mesa Unified	5,126,091	236	4,039,682
1000	21654090000000	Nicasio	1,559	0	0
1001	04614240110551	Nord Country	32,860	196	32,395
1002	15636930000000	Norris Elementary	25,088	0	0
1003	35675040000000	North County Joint Union Elementary	88,527	116	72,097
1004	37684520114264	North County Trade Tech High	31,776	192	31,342
1005	45700780000000	North Cow Creek Elementary	6,164	0	0
1006	27738250000000	North Monterey County Unified	1,364,842	299	975,636
1007	01612596117972	North Oakland Community Charter	13,397	61	13,014
1008	19647330100776	North Valley Military Institute College Preparatory Academy	209,714	404	208,103
1009	12626870000000	Northern Humboldt Union High	248,571	148	202,820
1010	45701690129957	Northern Summit Academy	0	0	0

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
1011	36103630115808	Norton Space and Aeronautics Academy	192,551	241	165,193
1012	19648400000000	Norwalk-La Mirada Unified	5,001,061	263	4,014,025
1013	30666700106567	Nova Academy	151,774	389	150,044
1014	33736760121673	NOVA Academy - Coachella	76,472	369	75,529
1015	21654170000000	Novato Unified	967,589	125	643,163
1016	51714230000000	Nuestro Elementary	2,718	0	0
1017	33671570000000	Nuvview Union	319,854	152	228,874
1018	43696250000000	Oak Grove Elementary	2,025,759	191	1,361,413
1019	49708390000000	Oak Grove Union Elementary	66,753	81	44,179
1020	34674390125591	Oak Park Preparatory Academy	44,616	359	44,028
1021	45700860000000	Oak Run Elementary	15,007	208	12,181
1022	54720170000000	Oak Valley Union Elementary	107,750	193	73,033
1023	39686350000000	Oak View Union Elementary	114,144	276	96,779
1024	50755640000000	Oakdale Joint Unified	999,754	189	798,938
1025	01612596111660	Oakland Charter Academy	178,216	1,196	176,777
1026	01612590114868	Oakland Charter High	97,096	277	94,678
1027	01612590130617	Oakland Military Institute, College Preparatory Academy	199,547	318	189,013
1028	01612590000000	Oakland Unified	21,291,808	575	16,548,892
1029	01612590100065	Oakland Unity High	84,442	255	83,060
1030	01100170131581	Oakland Unity Middle	0	0	0
1031	07617620000000	Oakley Union Elementary	531,248	105	376,413
1032	27659616119663	Oasis Charter Public	773	0	0
1033	19647330102335	Ocean Charter	0	0	0
1034	44698070110007	Ocean Grove Charter	2,375	0	0
1035	30666130000000	Ocean View	1,730,262	198	1,212,252
1036	56725120000000	Ocean View	724,143	268	454,674

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1037	37735690000000	Oceanside Unified	5,445,260	286	4,356,319
1038	19101996116883	Odyssey Charter	38,256	85	30,942
1039	56725200000000	Ojai Unified	571,521	225	395,950
1040	49708470000000	Old Adobe Union	260,614	153	155,389
1041	42769500132894	Olive Grove Charter	0	0	0
1042	49708706066344	Olivet Elementary Charter	54,461	164	53,534
1043	39103970120717	one.Charter	0	0	0
1044	38769190132159	OnePurpose	40,158	565	40,158
1045	36678190000000	Ontario-Montclair	9,467,067	431	7,318,210
1046	19101990127522	Optimist Charter	29,075	244	29,075
1047	10623310000000	Orange Center	272,077	839	225,072
1048	30103060000000	Orange County Department of Education	5,322,842	1,182	5,149,691
1049	30666700109066	Orange County Educational Arts Academy	189,891	326	161,259
1050	30666210000000	Orange Unified	6,731,700	236	5,216,417
1051	43696330000000	Orchard Elementary	148,593	166	94,103
1052	42692600000000	Orcutt Union Elementary	420,673	79	271,762
1053	12629680000000	Orick Elementary	8,169	544	1,776
1054	07617700000000	Orinda Union Elementary	37,469	0	0
1055	11754810000000	Orland Joint Unified	789,808	361	629,803
1056	04615070000000	Oroville City Elementary	953,206	400	751,082
1057	04615150000000	Oroville Union High	866,117	399	763,786
1058	19647330101675	Oscar De La Hoya Animo Charter High	255,873	418	252,815
1059	19647330109934	Our Community Charter	46,421	105	45,482
1060	54720250000000	Outside Creek Elementary	61,276	600	57,149
1061	14632970000000	Owens Valley Unified	3,804	0	0
1062	56725380000000	Oxnard	5,779,127	341	4,137,173

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1063	56725460000000	Oxnard Union High	3,843,303	229	3,125,807
1064	45700940000000	Pacheco Union Elementary	178,428	298	147,306
1065	44697810000000	Pacific Elementary	8,125	0	0
1066	27661340000000	Pacific Grove Unified	186,075	90	112,668
1067	10623560000000	Pacific Union Elementary	290,859	751	235,339
1068	12629760000000	Pacific Union Elementary	89,341	154	61,566
1069	12629271230150	Pacific View Charter	87,956	888	86,832
1070	41689320000000	Pacifica	256,367	80	147,769
1071	44697990000000	Pajaro Valley Unified	6,706,455	336	5,028,965
1072	04615230000000	Palermo Union Elementary	452,333	367	367,931
1073	19647331995836	Palisades Charter High	253,265	87	247,363
1074	33671730000000	Palm Springs Unified	10,013,657	445	8,374,189
1075	19648570125377	Palmdale Aerospace Academy	234,106	211	234,106
1076	19648570000000	Palmdale Elementary	7,178,792	376	6,073,630
1077	43696410000000	Palo Alto Unified	769,949	61	418,788
1078	33671810000000	Palo Verde Unified	1,216,710	386	909,876
1079	54720330000000	Palo Verde Union Elementary	278,770	525	255,505
1080	19648650000000	Palos Verdes Peninsula Unified	680,985	58	430,239
1081	15633620000000	Panama-Buena Vista Union	3,731,640	213	3,364,964
1082	35675200000000	Panoche Elementary	595	0	0
1083	19647330122630	Para Los Ninos - Evelyn Thurman Gratts Primary	149,185	448	120,322
1084	19647336120489	Para Los Ninos Charter	170,448	450	141,523
1085	19647330117846	Para Los Ninos Middle	326,788	912	325,299
1086	50712090000000	Paradise Elementary	35,377	170	28,312
1087	04615310000000	Paradise Unified	1,227,946	348	1,000,696
1088	58727360121632	Paragon Collegiate Academy	38,057	233	37,446
1089	34769350132480	Paramount Collegiate Academy	18,603	310	18,455

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1090	19648730000000	Paramount Unified	5,773,053	372	4,501,769
1091	10623640000000	Parlier Unified	2,481,210	733	2,086,947
1092	19648810000000	Pasadena Unified	6,885,373	401	5,267,809
1093	34674210132019	Paseo Grande Charter	0	0	0
1094	40754570000000	Paso Robles Joint Unified	1,521,864	231	1,168,348
1095	19647330127878	Pathways Community	99,486	543	98,888
1096	50712170000000	Patterson Joint Unified	1,747,746	289	1,364,422
1097	42767866045918	Peabody Charter	121,869	162	96,709
1098	12629840000000	Peninsula Union	6,875	171	1,663
1099	29768770000000	Penn Valley Union Elementary	160,503	234	132,429
1100	33671990000000	Perris Elementary	4,984,181	847	4,421,691
1101	06616140000000	Pierce Joint Unified	334,964	225	247,120
1102	10623720000000	Pine Ridge Elementary	20,904	243	16,848
1103	49708700000000	Piner-Olivet Union Elementary	154,142	458	125,257
1104	04733790000000	Pioneer Union Elementary	52,591	922	38,754
1105	09619450000000	Pioneer Union Elementary	70,427	232	48,277
1106	16639900000000	Pioneer Union Elementary	325,710	210	300,272
1107	07617880000000	Pittsburg Unified	3,265,780	310	2,546,930
1108	54720410000000	Pixley Union Elementary	640,815	568	503,995
1109	30666470000000	Placentia-Yorba Linda Unified	3,599,811	140	2,661,748
1110	31103140000000	Placer County Office of Education	1,264,560	1,441	1,258,779
1111	31668860000000	Placer Hills Union Elementary	107,295	140	65,296
1112	31668940000000	Placer Union High	325,286	77	239,973
1113	09619520000000	Placerville Union Elementary	393,333	305	316,403
1114	24658130000000	Plainsburg Union Elementary	24,591	190	19,343
1115	24658210000000	Planada Elementary	573,157	716	444,936
1116	11626380000000	Plaza Elementary	19,000	100	14,640
1117	51714310000000	Pleasant Grove Joint Union	26,891	137	17,408

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1118	29663730000000	Pleasant Ridge Union Elementary	214,726	162	148,516
1119	56725530000000	Pleasant Valley	808,089	120	592,509
1120	40687910000000	Pleasant Valley Joint Union Elementary	26,493	240	21,005
1121	54720580000000	Pleasant View Elementary	307,055	608	246,104
1122	01751010000000	Pleasanton Unified	634,760	42	333,104
1123	32669693230083	Plumas Charter	57,479	173	56,108
1124	32103220000000	Plumas County Office of Education	10,619	408	10,155
1125	58727440000000	Plumas Lake Elementary	78,839	63	71,425
1126	32669690000000	Plumas Unified	545,366	284	418,684
1127	23655990000000	Point Arena Joint Union High	40,131	276	34,147
1128	09619600000000	Pollock Pines Elementary	196,032	289	161,851
1129	19649070000000	Pomona Unified	11,957,065	484	9,530,565
1130	15637190000000	Pond Union Elementary	134,571	608	119,299
1131	28662820000000	Pope Valley Union Elementary	13,283	260	9,831
1132	19647330107755	Port of Los Angeles High	187,692	193	184,747
1133	54755230000000	Porterville Unified	8,581,229	608	7,523,826
1134	23738660000000	Potter Valley Community Unified	77,251	279	57,289
1135	37682960000000	Poway Unified	2,676,276	75	1,732,216
1136	19647330127936	PREPA TEC - Los Angeles	96,466	426	95,287
1137	37683383731189	Preuss School UCSD	374,430	445	346,180
1138	39754990102384	Primary Charter	0	0	0
1139	11626460000000	Princeton Joint Unified	39,874	243	25,061
1140	36678763630993	Provisional Accelerated Learning Academy	45,894	283	42,569
1141	19647330131847	Public Policy Charter	64,821	432	64,821
1142	36678760109850	Public Safety Academy	116,477	284	115,006
1143	19647330133298	PUC CALS Middle and Early College High	198,950	348	197,540

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1144	19647330129619	PUC Community Charter Elementary	71,247	383	70,603
1145	19647336116750	PUC Community Charter Middle and PUC Community Charter Early College High	213,548	274	203,371
1146	19647330124933	PUC Early College Academy for Leaders and Scholars (ECALS)	119,435	268	117,859
1147	19647330112201	PUC Excel Charter Academy	129,384	403	127,732
1148	19647330129593	PUC Inspire Charter Academy	79,809	378	79,345
1149	19647330102442	PUC Lakeview Charter Academy	129,989	370	128,384
1150	19647330122606	PUC Lakeview Charter High	124,195	298	122,540
1151	19647330102426	PUC Milagro Charter	108,095	374	106,724
1152	19647330133280	PUC Nueva Esperanza Charter Academy	156,761	370	155,261
1153	19647330119974	PUC Santa Rosa Charter Academy	86,484	448	85,535
1154	19647330133272	PUC Triumph Charter Academy and PUC Triumph Charter High	295,247	406	295,247
1155	19647336120471	Puente Charter	42,630	402	42,111
1156	10623800000000	Raisin City Elementary	294,514	975	246,528
1157	37683040000000	Ramona City Unified	773,918	138	519,636
1158	37683120000000	Rancho Santa Fe Elementary	0	0	0
1159	18641620000000	Ravendale-Termo Elementary	1,088	108	0
1160	33672150126128	REACH Leadership STEAM Academy	71,721	183	70,766
1161	01611430122697	REALM Charter High	90,435	255	89,002
1162	01611430122689	REALM Charter Middle	87,064	284	85,793
1163	52716390000000	Red Bluff Joint Union High	482,069	322	406,734
1164	52716210000000	Red Bluff Union Elementary	1,229,399	564	1,066,985
1165	36678430000000	Redlands Unified	4,271,964	204	3,371,292
1166	23656152330413	Redwood Academy of Ukiah	28,749	201	23,924
1167	41690050000000	Redwood City Elementary	2,272,858	270	1,570,184

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1168	12626790127266	Redwood Coast Montessori	8,350	84	8,162
1169	12768020124164	Redwood Preparatory Charter	14,878	68	14,510
1170	52716470000000	Reeds Creek Elementary	51,317	427	43,851
1171	19647330101683	Renaissance Arts Academy	84,966	236	83,679
1172	19647330131680	Renaissance Arts Academy K-12	0	0	0
1173	09619780000000	Rescue Union Elementary	252,059	66	186,331
1174	19647330131870	Resolute Academy Charter	51,925	529	51,925
1175	36678500000000	Rialto Unified	9,196,766	338	7,522,772
1176	52716540000000	Richfield Elementary	45,803	184	32,864
1177	07617960126805	Richmond Charter Academy	104,676	486	66,213
1178	07617960129643	Richmond Charter Elementary-Benito Juarez	160,021	395	158,623
1179	07617960110973	Richmond College Preparatory	135,851	306	118,539
1180	18641700000000	Richmond Elementary	4,357	0	0
1181	15756301530500	Ridgecrest Charter	76,706	177	72,845
1182	36678680000000	Rim of the World Unified	929,394	257	751,275
1183	49708960000000	Rincon Valley Union Elementary	354,969	103	208,480
1184	12630080000000	Rio Dell Elementary	133,362	418	106,857
1185	56725610000000	Rio Elementary	1,127,117	224	789,143
1186	39685850122580	Rio Valley Charter	78,789	231	77,940
1187	39686500000000	Ripon Unified	518,212	168	418,620
1188	19647330124222	Rise Ko Hyang Middle	124,820	337	123,255
1189	09618380129965	Rising Sun Montessori	0	0	0
1190	57726940131706	River Charter Schools Lighthouse Charter	7,600	79	7,600
1191	34674130000000	River Delta Joint Unified	476,138	242	345,917
1192	39103970127134	River Islands Technology Academy II	66,148	125	64,881
1193	23656150115055	River Oak Charter	45,667	191	44,983

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1194	33103300110833	River Springs Charter	772,730	131	727,892
1195	50755560000000	Riverbank Unified	1,144,974	412	922,527
1196	10754080000000	Riverdale Joint Unified	612,636	380	507,533
1197	33103300000000	Riverside County Office of Education	3,420,433	1,213	3,352,184
1198	33672150000000	Riverside Unified	12,024,346	286	9,869,815
1199	50712330000000	Roberts Ferry Union Elementary	20,786	158	15,462
1200	34674210000000	Robla Elementary	931,938	418	741,699
1201	43104390125781	Rocketship Academy Brilliant Minds	206,795	354	175,760
1202	43104390125799	Rocketship Alma Academy	233,250	415	203,656
1203	43104390123281	Rocketship Discovery Prep	244,172	475	215,410
1204	43104390131110	Rocketship Fuerza Community Prep	174,950	297	144,109
1205	43104390120642	Rocketship Los Suenos Academy	269,077	463	231,542
1206	43104390113704	Rocketship Mateo Sheedy Elementary	244,051	391	209,162
1207	43694500123299	Rocketship Mosaic Elementary	251,434	416	216,724
1208	41690050132076	Rocketship Redwood City	95,746	395	80,028
1209	43104390119024	Rocketship Si Se Puede Academy	270,993	466	230,381
1210	43694500128108	Rocketship Spark Academy	187,399	305	152,328
1211	54720900000000	Rockford Elementary	164,441	444	145,183
1212	31750850000000	Rocklin Unified	902,673	79	732,338
1213	33672310000000	Romoland Elementary	707,251	202	554,935
1214	15637500000000	Rosedale Union Elementary	465,425	84	405,091
1215	49709040000000	Roseland	423,862	267	266,109
1216	49709040101923	Roseland Charter	451,325	369	410,567
1217	19649310000000	Rosemead Elementary	1,185,344	453	868,823
1218	01612590131896	Roses in Concrete	77,437	416	63,014
1219	31669100000000	Roseville City Elementary	1,168,666	115	859,729
1220	31669280000000	Roseville Joint Union High	785,312	77	623,279
1221	21654330000000	Ross Elementary	40,756	105	32,309

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
1222	21750020000000	Ross Valley Elementary	221,450	95	149,797
1223	14633050000000	Round Valley Joint Elementary	20,014	151	14,924
1224	23656070000000	Round Valley Unified	367,286	992	330,250
1225	19734520000000	Rowland Unified	5,032,749	351	4,054,751
1226	34674390102038	Sacramento Charter High	257,508	270	253,813
1227	34674390000000	Sacramento City Unified	23,162,879	577	18,835,917
1228	34103480000000	Sacramento County Office of Education	1,660,642	1,955	1,653,864
1229	30736350000000	Saddleback Valley Unified	3,444,233	118	2,446,507
1230	28662900000000	Saint Helena Unified	171,999	135	104,503
1231	50712660000000	Salida Union Elementary	591,495	232	451,443
1232	27661420000000	Salinas City Elementary	3,259,737	358	2,397,264
1233	27661590000000	Salinas Union High	4,736,409	322	3,903,034
1234	30103060126037	Samueli Academy	102,803	273	101,718
1235	27661670000000	San Antonio Union Elementary	48,115	295	43,547
1236	27661750000000	San Ardo Union Elementary	182,091	1,802	163,155
1237	35103550000000	San Benito County Office of Education	58,185	868	57,458
1238	35675380000000	San Benito High	576,720	191	483,045
1239	36678760000000	San Bernardino City Unified	30,014,724	599	25,427,930
1240	36103630000000	San Bernardino County Office of Education	2,592,599	1,171	2,542,646
1241	41690130000000	San Bruno Park Elementary	404,216	148	236,530
1242	41690216112213	San Carlos Charter Learning Center	0	0	0
1243	41690210000000	San Carlos Elementary	133,241	41	64,874
1244	37683386119168	San Diego Cooperative Charter	35,411	78	34,548
1245	37683380127654	San Diego Cooperative Charter School 2	0	0	0
1246	37103710000000	San Diego County Office of Education	3,622,581	1,932	3,532,455
1247	37683380121681	San Diego Global Vision Academy	52,418	243	51,581

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
1248	37683380000000	San Diego Unified	45,938,609	421	36,507,059
1249	37683460000000	San Dieguito Union High	1,058,936	83	810,578
1250	38103890000000	San Francisco County Office of Education	614,669	2,187	613,635
1251	38684780000000	San Francisco Unified	15,998,991	305	11,349,128
1252	19752910000000	San Gabriel Unified	1,574,857	293	1,167,614
1253	33672490000000	San Jacinto Unified	3,122,366	324	2,650,667
1254	33672496114748	San Jacinto Valley Academy	186,361	143	170,844
1255	39103970121723	San Joaquin Building Futures Academy	0	0	0
1256	39103970000000	San Joaquin County Office of Education	1,277,458	832	1,207,297
1257	19650946023527	San Jose Charter Academy	192,238	156	188,839
1258	43694274330676	San Jose Conservation Corps Charter	17,651	55	16,934
1259	43696660000000	San Jose Unified	7,048,024	222	5,310,247
1260	34674470000000	San Juan Unified	13,956,211	310	11,814,067
1261	01612910000000	San Leandro Unified	1,865,569	217	1,469,950
1262	01613090000000	San Lorenzo Unified	2,782,547	253	2,182,316
1263	44698070000000	San Lorenzo Valley Unified	294,387	110	196,898
1264	27661830000000	San Lucas Union Elementary	183,792	3,403	167,453
1265	40688090000000	San Luis Coastal Unified	1,015,528	135	685,359
1266	40104050000000	San Luis Obispo County Office of Education	1,121,886	2,257	1,092,911
1267	37737910000000	San Marcos Unified	3,486,469	172	2,730,728
1268	19649640000000	San Marino Unified	255,674	81	159,399
1269	41104130000000	San Mateo County Office of Education	488,896	1,499	471,420
1270	41690470000000	San Mateo Union High	782,068	93	519,830
1271	41690390000000	San Mateo-Foster City	1,411,316	117	881,602
1272	40688250000000	San Miguel Joint Union	295,036	479	256,190
1273	37683530000000	San Pasqual Union Elementary	50,576	90	34,767

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
1274	13632140000000	San Pasqual Valley Unified	466,644	614	380,447
1275	21654580000000	San Rafael City Elementary	934,173	195	620,813
1276	07618040000000	San Ramon Valley Unified	1,084,833	33	600,884
1277	37683790000000	San Ysidro Elementary	2,021,111	429	1,405,092
1278	10624140000000	Sanger Unified	3,657,202	319	3,065,151
1279	30666700000000	Santa Ana Unified	22,062,081	429	17,049,554
1280	42104210000000	Santa Barbara County Office of Education	350,153	0	344,704
1281	43104390000000	Santa Clara County Office of Education	2,187,392	1,433	2,120,269
1282	56725790000000	Santa Clara Elementary	586	0	0
1283	43696740000000	Santa Clara Unified	2,057,584	135	1,299,946
1284	44698150000000	Santa Cruz City Elementary	525,841	224	332,101
1285	44698230000000	Santa Cruz City High	726,055	159	524,563
1286	44104470000000	Santa Cruz County Office of Education	338,282	501	333,861
1287	42693100000000	Santa Maria Joint Union High	2,147,769	278	1,713,286
1288	42691200000000	Santa Maria-Bonita	5,579,113	336	3,988,814
1289	19647336019079	Santa Monica Boulevard Community Charter	403,686	430	348,020
1290	19649800000000	Santa Monica-Malibu Unified	1,470,343	127	1,021,264
1291	56768280000000	Santa Paula Unified	1,705,934	312	1,224,386
1292	27661910000000	Santa Rita Union Elementary	773,305	225	562,138
1293	49709120000000	Santa Rosa Elementary	1,350,091	260	867,347
1294	49709200000000	Santa Rosa High	2,567,145	234	2,108,262
1295	42693280000000	Santa Ynez Valley Union High	72,215	72	49,868
1296	37683610000000	Santee	697,088	107	467,615
1297	30666216085328	Santiago Middle	19,954	0	0
1298	43696820000000	Saratoga Union Elementary	110,810	55	57,632
1299	54721080000000	Saucelito Elementary	16,930	196	13,139

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
1300	19649980000000	Saugus Union	795,971	78	560,510
1301	21654740000000	Sausalito Marin City	221,390	1,570	197,983
1302	34765050114272	SAVA: Sacramento Academic and Vocational Academy	195,271	275	192,994
1303	30666960000000	Savanna Elementary	628,303	263	456,699
1304	37764710000000	SBC - High Tech High	363,722	145	356,649
1305	19756971996693	School of Arts and Enterprise	186,442	254	183,369
1306	10621661030642	School of Unlimited Learning	75,646	315	69,413
1307	12630240000000	Scotia Union Elementary	26,892	118	20,642
1308	47764550000000	Scott Valley Unified	218,696	338	170,935
1309	49709380000000	Sebastopol Union Elementary	186,735	351	153,642
1310	13632220000000	Seeley Union Elementary	143,606	403	100,153
1311	47704580000000	Seiad Elementary	1,892	0	0
1312	10624300000000	Selma Unified	3,152,479	481	2,680,664
1313	15637680000000	Semitropic Elementary	48,582	227	21,438
1314	41690620000000	Sequoia Union High	1,173,927	135	820,837
1315	18641880000000	Shaffer Union Elementary	73,513	401	57,234
1316	40688330000000	Shandon Joint Unified	91,979	289	66,047
1317	45104540000000	Shasta County Office of Education	569,512	2,305	566,279
1318	45701280000000	Shasta Union Elementary	35,609	287	21,968
1319	20652430100016	Sherman Thomas Charter	554	0	0
1320	20652430118950	Sherman Thomas Charter High	0	0	0
1321	50712740000000	Shiloh Elementary	40,187	254	34,491
1322	21733610000000	Shoreline Unified	78,122	153	39,014
1323	31669440121624	Sierra Expeditionary Learning	0	0	0
1324	22655320125823	Sierra Foothill Charter	22,183	178	21,842
1325	15737420000000	Sierra Sands Unified	1,285,603	260	1,075,717
1326	10752750000000	Sierra Unified	325,042	241	259,238

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
1327	46701770000000	Sierra-Plumas Joint Unified	94,590	247	67,077
1328	09619860000000	Silver Fork Elementary	558	0	0
1329	36738900000000	Silver Valley Unified	563,428	267	456,754
1330	56726030000000	Simi Valley Unified	2,024,230	112	1,535,526
1331	47104700000000	Siskiyou County Office of Education	50,099	2,003	49,341
1332	47704660000000	Siskiyou Union High	137,996	230	112,014
1333	36750510115089	Sky Mountain Charter	2,895	0	0
1334	24658390000000	Snelling-Merced Falls Union Elementary	36,398	438	29,990
1335	36739570000000	Snowline Joint Unified	1,301,510	163	1,000,715
1336	36678760117192	SOAR Charter Academy	127,577	281	125,689
1337	37683870000000	Solana Beach Elementary	220,666	71	165,801
1338	48104880000000	Solano County Office of Education	568,730	1,508	565,625
1339	27754400000000	Soledad Unified	1,417,284	285	1,108,439
1340	42693360000000	Solvang Elementary	73,240	128	40,330
1341	56726110000000	Somis Union	100,230	457	89,826
1342	49709536111678	Sonoma Charter	23,771	108	20,038
1343	49104960000000	Sonoma County Office of Education	758,796	0	494,851
1344	49709530000000	Sonoma Valley Unified	1,004,319	243	743,405
1345	55723710000000	Sonora Elementary	221,212	316	168,878
1346	55723890000000	Sonora Union High	351,077	339	319,805
1347	55723970000000	Soulsbyville Elementary	92,632	184	68,907
1348	37683950000000	South Bay Union	2,815,654	371	1,965,831
1349	12630320000000	South Bay Union Elementary	348,773	629	319,466
1350	15637840000000	South Fork Union	147,749	613	125,332
1351	27660680000000	South Monterey County Joint Union High	639,758	300	527,382
1352	19650290000000	South Pasadena Unified	394,113	82	267,115
1353	41690700000000	South San Francisco Unified	1,204,321	132	745,867

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
1354	51714070109793	South Sutter Charter	4,003	0	0
1355	19650370000000	South Whittier Elementary	1,327,451	424	998,762
1356	12630400000000	Southern Humboldt Joint Unified	381,916	485	290,199
1357	15637760000000	Southern Kern Unified	1,329,593	411	1,178,151
1358	53738330000000	Southern Trinity Joint Unified	78,256	663	68,958
1359	35675530000000	Southside Elementary	5,873	0	0
1360	37684030000000	Spencer Valley Elementary	2,445	53	0
1361	27662250000000	Spreckels Union Elementary	116,451	120	101,820
1362	54721320000000	Springville Union Elementary	74,399	248	65,179
1363	34674390101048	St. HOPE Public School 7	187,162	311	184,366
1364	15637920000000	Standard Elementary	1,198,221	390	1,072,468
1365	50105040000000	Stanislaus County Office of Education	2,107,114	1,744	2,078,197
1366	50712820000000	Stanislaus Union Elementary	1,211,379	357	953,998
1367	37681303731262	Steele Canyon High	0	0	0
1368	37684110126086	Stephen W. Hawking Charter	0	0	0
1369	37684110128082	Stephen W. Hawkings II Science, Technology, Engineering, Art and Math Charter	0	0	0
1370	39686760000000	Stockton Unified	20,365,561	554	16,931,754
1371	54721400000000	Stone Corral Elementary	138,849	1,036	106,730
1372	11626530000000	Stony Creek Joint Unified	76,534	780	69,439
1373	49706150127662	Stony Point Academy	24,026	222	23,878
1374	54721570000000	Strathmore Union Elementary	427,130	507	335,046
1375	04615070129577	STREAM Charter	37,251	137	36,569
1376	19650450000000	Sulphur Springs Union	1,007,801	178	796,277
1377	55724050000000	Summerville Elementary	102,095	253	72,912
1378	55724130000000	Summerville Union High	51,189	72	35,356
1379	36750440107516	Summit Leadership Academy-High Desert	46,110	259	45,380

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
1380	19647330131839	Summit Preparatory Charter	33,686	518	33,686
1381	41690620112722	Summit Preparatory Charter High	54,582	132	53,524
1382	07100740129684	Summit Public School K2	50,011	217	50,011
1383	43694270123745	Summit Public School: Rainier	44,055	122	43,296
1384	43104390123794	Summit Public School: Tahoma	47,806	173	46,908
1385	54721730000000	Sundale Union Elementary	194,797	260	147,608
1386	54721810000000	Sunnyside Union Elementary	315,899	910	261,680
1387	01751190000000	Sunol Glen Unified	2,826	0	0
1388	43104390124065	Sunrise Middle	65,634	428	64,864
1389	25658960000000	Surprise Valley Joint Unified	76,541	558	63,176
1390	18641960000000	Susanville Elementary	379,073	366	289,631
1391	51105120000000	Sutter County Office of Education	144,134	366	111,136
1392	51714490000000	Sutter Union High	49,403	70	36,575
1393	37684110000000	Sweetwater Union High	11,654,746	294	9,533,947
1394	33751760120204	Sycamore Academy of Science and Cultural Arts	44,912	92	44,912
1395	54722560125542	Sycamore Valley Academy	0	0	0
1396	50712900000000	Sylvan Union Elementary	2,242,861	273	1,895,977
1397	19647330106427	Synergy Charter Academy	111,615	357	110,081
1398	19647330117895	Synergy Kinetic Academy	187,219	392	184,842
1399	19647330124560	Synergy Quantum Academy	232,927	400	230,005
1400	15638000000000	Taft City	831,886	395	675,051
1401	36678760126706	Taft T. Newman Leadership Academy	39,602	408	39,052
1402	31669440000000	Tahoe-Truckee Unified	545,676	143	356,153
1403	21654820000000	Tamalpais Union High	297,034	67	201,865
1404	19647330122242	TEACH Academy of Technologies	99,351	431	98,136
1405	19647330129627	TEACH Tech Charter High	0	0	0
1406	39686760124958	TEAM Charter	142,620	277	140,593

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1407	15638260000000	Tehachapi Unified	1,070,166	252	895,523
1408	52105200000000	Tehama County Department of Education	149,962	508	95,745
1409	33751923330917	Temecula Preparatory	2,635	0	0
1410	33751920000000	Temecula Valley Unified	2,814,553	98	2,361,315
1411	19650520000000	Temple City Unified	1,073,242	181	810,074
1412	40688410000000	Templeton Unified	256,701	105	190,591
1413	54721990000000	Terra Bella Union Elementary	817,967	872	692,034
1414	01611190122085	The Academy of Alameda	80,660	160	79,436
1415	01611190131805	The Academy of Alameda Elementary	9,721	135	9,721
1416	19647336112536	The Accelerated	340,475	443	301,701
1417	37680490127118	The Heights Charter	0	0	0
1418	34674390106898	The Language Academy of Sacramento	141,574	273	139,643
1419	38769270132183	The New School of San Francisco	11,252	146	11,252
1420	37683386061964	The O'Farrell Charter	555,091	430	451,827
1421	04615490000000	Thermalito Union	1,521,856	1,052	1,325,736
1422	23655650123737	Three Rivers Charter	0	0	0
1423	54722070000000	Three Rivers Union Elementary	44,755	310	32,985
1424	37769010131193	Thrive Public	38,494	198	38,365
1425	54722150000000	Tipton Elementary	212,179	378	145,348
1426	19646340119552	Today's Fresh Start Charter School Inglewood	131,599	303	118,429
1427	19734370132845	Today's Fresh Start-Compton	306,406	441	283,410
1428	19650600000000	Torrance Unified	2,699,785	113	1,805,121
1429	39754990000000	Tracy Joint Unified	3,104,099	197	2,433,398
1430	54722230000000	Traver Joint Elementary	156,113	678	122,326
1431	48705650000000	Travis Unified	391,472	72	285,625
1432	23656156117386	Tree of Life Charter	15,363	149	15,076

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1433	35675610000000	Tres Pinos Union Elementary	2,851	0	0
1434	12630570000000	Trinidad Union Elementary	81,969	450	69,692
1435	53765130000000	Trinity Alps Unified	230,693	341	203,424
1436	53717610000000	Trinity Center Elementary	2,185	218	1,216
1437	42691120124255	Trivium Charter	52,135	82	50,816
1438	54722310000000	Tulare City	3,945,724	415	3,240,809
1439	54105460000000	Tulare County Office of Education	987,884	574	927,694
1440	54722490000000	Tulare Joint Union High	1,967,586	367	1,716,549
1441	25735930000000	Tulelake Basin Joint Unified	281,436	609	207,029
1442	55105530000000	Tuolumne County Superintendent of Schools	515	0	0
1443	50757390000000	Turlock Unified	4,023,832	290	3,223,147
1444	30736430000000	Tustin Unified	3,529,075	146	2,643,335
1445	55724210000000	Twain Harte	81,420	300	54,015
1446	49709610000000	Twin Hills Union Elementary	54,162	43	37,795
1447	51714640107318	Twin Rivers Charter	66,808	148	65,606
1448	34765050000000	Twin Rivers Unified	14,871,943	570	12,455,321
1449	49709790000000	Two Rock Union	24,063	153	17,665
1450	23656150000000	Ukiah Unified	2,550,505	435	2,082,900
1451	43697080000000	Union Elementary	399,404	70	224,002
1452	29664070000000	Union Hill Elementary	16,796	0	0
1453	21655160000000	Union Joint Elementary	483	0	0
1454	10621660114553	University High	0	0	0
1455	56725536120620	University Preparation Charter School at CSU Channel Islands	103,860	215	89,046
1456	43104390113431	University Preparatory Academy Charter	0	0	0
1457	19647330132027	University Preparatory Value High	0	0	0
1458	36750690000000	Upland Unified	2,389,048	209	1,898,007

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1459	17769760000000	Upper Lake Unified	0	0	0
1460	37683380118000	Urban Discovery Academy Charter	28,859	67	28,236
1461	01100170125567	Urban Montessori Charter	32,660	103	32,030
1462	30103060133983	USC College Prep Santa Ana Campus	0	0	0
1463	19647330132282	USC East College Prep	39,274	404	39,274
1464	19647330125864	USC Hybrid High	160,166	345	158,600
1465	48705730000000	Vacaville Unified	2,130,484	172	1,590,072
1466	33752420000000	Val Verde Unified	5,766,029	295	4,984,098
1467	19101990132605	Valiente College Preparatory Charter	0	0	0
1468	19650780000000	Valle Lindo Elementary	221,749	181	162,166
1469	05615800000000	Vallecito Union	401,012	706	350,765
1470	37684370000000	Vallecitos Elementary	81,318	430	69,395
1471	48705810000000	Vallejo City Unified	4,800,252	338	3,755,123
1472	37756140000000	Valley Center-Pauma Unified	570,937	137	337,122
1473	19647330122754	Valley Charter Elementary	19,102	72	18,592
1474	50105045030234	Valley Charter High	29,626	156	28,821
1475	19647330122838	Valley Charter Middle	33,787	164	33,264
1476	50713240000000	Valley Home Joint Elementary	74,867	509	60,112
1477	56725205630405	Valley Oak Charter	0	0	0
1478	10621660106740	Valley Preparatory Academy Charter	103,569	288	102,023
1479	19647330127894	Valor Academy High	125,255	364	124,241
1480	19647336019715	Vaughn Next Century Learning Center	1,237,480	431	1,084,557
1481	56726520000000	Ventura Unified	2,749,014	158	1,965,402
1482	39103973930476	Venture Academy	0	0	0
1483	36679180000000	Victor Elementary	4,459,984	362	3,862,455
1484	36679340000000	Victor Valley Union High	6,406,608	667	6,026,276
1485	19647336117048	View Park Preparatory Accelerated Charter	149,129	271	146,965

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1486	19647336121081	View Park Preparatory Accelerated Charter Middle	98,884	233	97,396
1487	19647330101196	View Park Preparatory Accelerated High	147,510	225	145,250
1488	49753580114934	Village Charter	0	0	0
1489	19647330129866	Village Charter Academy	69,936	333	69,399
1490	01612590123711	Vincent Academy	100,259	369	99,586
1491	15638340000000	Vineland Elementary	531,408	577	432,889
1492	54722560000000	Visalia Unified	10,622,089	377	9,002,612
1493	07616630130930	Vista Oaks Charter	78,869	137	78,067
1494	56105610109900	Vista Real Charter High	0	0	0
1495	37684520000000	Vista Unified	6,095,847	275	4,792,671
1496	43694500113662	Voices College-Bound Language Academy	129,519	274	112,835
1497	43104390131748	Voices College-Bound Language Academy at Morgan Hill	30,633	336	30,633
1498	43104390132530	Voices College-Bound Language Academy at Mt. Pleasant	30,633	294	30,633
1499	10767781030774	W. E. B. DuBois Public Charter	177,815	412	156,963
1500	11101160124909	Walden Academy	0	0	0
1501	19647330100750	Wallis Annenberg High	200,655	397	198,356
1502	07618120000000	Walnut Creek Elementary	260,759	72	150,890
1503	19734600000000	Walnut Valley Unified	1,406,707	95	960,519
1504	37754160000000	Warner Unified	38,810	189	31,593
1505	15638420000000	Wasco Union Elementary	1,653,827	454	1,325,967
1506	15638590000000	Wasco Union High	712,274	390	612,332
1507	10625130000000	Washington Colony Elementary	208,680	494	175,579
1508	57726940000000	Washington Unified	2,290,441	304	1,769,531
1509	10767780000000	Washington Unified	1,963,245	745	1,719,988

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
1510	27662330000000	Washington Union Elementary	37,026	41	25,148
1511	50755720000000	Waterford Unified	639,284	359	519,649
1512	19647336114912	Watts Learning Center	152,871	389	149,426
1513	19647330120527	Watts Learning Center Charter Middle	147,221	400	145,448
1514	49709950000000	Waugh Elementary	52,936	58	30,480
1515	54722640000000	Waukena Joint Union Elementary	99,626	416	80,123
1516	24658620000000	Weaver Union	1,580,682	561	1,386,092
1517	47704820000000	Weed Union Elementary	155,330	644	118,246
1518	07617960000000	West Contra Costa Unified	9,695,569	335	7,162,462
1519	19650940000000	West Covina Unified	1,870,731	202	1,524,077
1520	10625390000000	West Park Elementary	222,090	354	186,697
1521	49710010000000	West Side Union Elementary	15,220	85	10,196
1522	19101990127274	Westchester Secondary Charter	37,880	150	37,177
1523	31669510000000	Western Placer Unified	971,010	147	806,883
1524	30667460000000	Westminster	3,200,105	337	2,233,884
1525	13632300000000	Westmorland Union Elementary	243,171	669	204,209
1526	10625470000000	Westside Elementary	196,099	879	162,871
1527	19647330121012	Westside Innovative School House	0	0	0
1528	19647330129379	Westside Innovative School House Charter Middle	0	0	0
1529	19651020000000	Westside Union Elementary	907,307	105	717,609
1530	18642041830132	Westwood Charter	4,031	0	0
1531	18642040000000	Westwood Unified	106,878	562	82,920
1532	58727510000000	Wheatland	330,907	247	269,311
1533	58727690000000	Wheatland Union High	78,631	111	67,539
1534	45701690000000	Whitmore Union Elementary	29,238	1,169	24,535
1535	19651100000000	Whittier City Elementary	1,708,919	279	1,311,952
1536	19651280000000	Whittier Union High	2,276,778	176	1,894,324

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
1537	19646340101667	Wilder's Preparatory Academy Charter	117,109	306	115,481
1538	19646340116822	Wilder's Preparatory Academy Charter Middle	0	0	0
1539	19651360000000	William S. Hart Union High	239,994	0	0
1540	06616220000000	Williams Unified	209,023	155	168,043
1541	23656232330363	Willits Charter	33,272	266	32,183
1542	23656230125658	Willits Elementary Charter	32,822	234	32,291
1543	23656230000000	Willits Unified	760,592	501	618,897
1544	21654746118491	Willow Creek Academy	55,328	147	52,718
1545	47704900000000	Willow Creek Elementary	18,500	420	16,419
1546	35675790000000	Willow Grove Union Elementary	1,048	0	0
1547	11626610000000	Willows Unified	534,429	372	393,557
1548	49710190000000	Wilmar Union Elementary	36,273	150	27,584
1549	19651510000000	Wilsona Elementary	671,093	514	590,224
1550	49753580000000	Windsor Unified	548,105	104	360,116
1551	51714560000000	Winship-Robbins	30,117	157	28,674
1552	24658700000000	Winton	1,011,884	540	809,857
1553	19768690000000	Wiseburn Unified	219,714	87	159,695
1554	15101570119669	Wonderful College Prep Academy	228,178	298	225,124
1555	54767940000000	Woodlake Unified	1,183,468	503	988,681
1556	57727100000000	Woodland Joint Unified	2,253,644	225	1,637,190
1557	54722980000000	Woodville Union Elementary	486,424	1,011	391,807
1558	36678760126714	Woodward Leadership Academy	29,464	210	29,464
1559	49710350000000	Wright Elementary	279,669	170	182,284
1560	34674390121665	Yav Pem Suab Academy - Preparing for the Future Charter	174,088	411	152,798
1561	57105790000000	Yolo County Office of Education	234,106	1,153	232,416
1562	20764140000000	Yosemite Unified	476,479	246	431,145

Number	County-District-School Code	LEA Name	Total 2015–16 ConApp Entitlement	Total 2015–16 Entitlement Per Student	Total 2015–16 Title I Entitlement
1563	19647330132126	YPI Valley Public Charter High	35,521	555	35,058
1564	47705080000000	Yreka Union Elementary	478,240	497	438,134
1565	47705160000000	Yreka Union High	168,103	260	141,999
1566	51714645130125	Yuba City Charter	68,463	321	61,523
1567	51714640000000	Yuba City Unified	3,682,986	290	2,952,508
1568	58105870000000	Yuba County Office of Education	216,901	3,943	192,442
1569	58105870117242	Yuba Environmental Science Charter Academy	31,076	334	30,428
1570	36679590000000	Yucaipa-Calimesa Joint Unified	1,883,611	211	1,611,896

Total 2015–16 ConApp entitlement funds for districts receiving regular approval: \$1,904,643,104



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

SUBJECT	
California High School Proficiency Examination: Adopt the Regulations for Amendments to the <i>California Code of Regulations</i> , Title 5, Sections 11520 Through 11525.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

The California Department of Education (CDE) is responsible for the oversight of the California High School Proficiency Examination (CHSPE). Individuals who are at least sixteen years of age or meet other eligibility requirements may take the CHSPE to earn a Certificate of Proficiency which, by California law, is equivalent to a high school diploma. Senate Bill (SB) 252 (Leno), signed by the Governor on September 30, 2015, prohibits the CDE from charging fees to administer the CHSPE to a homeless child or youth who is under twenty-five years of age. As required by this law, the State Board of Education (SBE) adopted emergency regulations on May 11, 2016. Also under a separate item, at that board meeting the SBE approved commencement of the standard rulemaking process to make permanent the amendments to the California Code of Regulations (CCR), Title 5, sections 11520 through 11525. Part of this process involved a 45-day public comment period. At the conclusion of the comment period, the CDE determined no changes are required and that the proposed regulations be adopted by the SBE.

RECOMMENDATION

The CDE recommends that the SBE:

- Approve the Final Statement of Reasons
- Adopt the proposed regulations
- Direct the CDE to submit the rulemaking file to the Office of Administrative Law (OAL) for approval
- Authorize the CDE to take any necessary ministerial action to respond to any direction or concern expressed by the OAL during its review of the rulemaking file

BRIEF HISTORY OF KEY ISSUES

Individuals who are at least sixteen years of age, or have been enrolled in the tenth grade for one academic year or longer, or are completing their final semester of tenth grade are eligible to take the CHSPE to earn a Certificate of Proficiency which, by California law, is equivalent to a high school diploma. The CHSPE is administered by the Sacramento County Office of Education under a contract with the CDE.

Individuals who take the CHSPE must register for the test and pay the fee for administration and scoring of the test at their own expense. SB 252 provides the opportunity for a verified homeless child or youth, who is under the age of 25 and meets other eligibility requirements, to take the CHSPE at no cost. The law requires that a qualified homeless services provider who has knowledge of the examinee's housing status verify that status for the examinee to be eligible for the fee waiver. *Education Code* Section 48412(c)(3) defines a homeless services provider as either "A homeless services provider listed in paragraph (3) of subdivision (d) of Section 103577 of the Health and Safety Code, or any other person or entity that is qualified to verify an individual's housing status, as determined by the department."

The CDE received no public comments during the 45-day public comment period. The 45-day public comment period began on May 27, 2016, and closed on July 11, 2016. This agenda item recommends the proposed amendments to the CHSPE regulations be adopted by the SBE.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

SB 252 required emergency regulations in addition to the regular rulemaking process. On May 11, 2016, the SBE approved the Finding of Emergency and adopted Emergency Regulations for amendments to the CCR, Title 5, Sections 11520 through 11525. The SBE also approved the proposed regulations and directed the CDE to commence with the rulemaking process including a 45-day public comment period.

FISCAL ANALYSIS (AS APPROPRIATE)

An Economic and Fiscal Impact Statement is provided as Attachment 3.

ATTACHMENT(S)

Attachment 1: Final Statement of Reasons (1 Page)

Attachment 2: Proposed Regulations (4 Pages)

Attachment 3: Economic and Fiscal Impact Statement (STD. 399) (5 Pages)

FINAL STATEMENT OF REASONS

CHSPE

UPDATE OF INITIAL STATEMENT OF REASONS

The original proposed text was made available for public comment for at least 45 days from May 27, 2016 through July 11, 2016. No individuals provided comments during the 45-day comment period.

A public hearing was held at 1:30 p.m. on July 11, 2016, at the California Department of Education. No individuals attended the public hearing.

SUMMARY AND RESPONSE TO COMMENTS RECEIVED DURING THE INITIAL NOTICE PERIOD OF MAY 27, 2016 THROUGH JULY 11, 2016.

No written comments were received during the 45-day public comment period.

ALTERNATIVES DETERMINATION

The State Board of Education has determined that no alternative would be more effective in carrying out the purpose for which the regulation is proposed or would be as effective and less burdensome to affected private persons than the proposed regulation or would be more cost effective to affected private persons and equally effective in implementing the statutory policy or other provisions of law.

LOCAL MANDATE DETERMINATION

The proposed regulations do not impose any mandate on local agencies or school districts.

- 1 • The State Board of Education has illustrated changes to the original text in the
2 following manner: text originally proposed to be added is underlined; text proposed to
3 be deleted is displayed in ~~strikeout~~.

4
5 **Title 5. EDUCATION**

6 **Division 1. California Department of Education**

7 **Chapter 11. Special Programs**

8 **Subchapter 8. High School Proficiency Certificates**

9 **Article 1. Certificate of Proficiency**

10 **§ 11520. Definitions.**

11 (a) "Certificate" means a certificate of proficiency awarded by the State Board of
12 Education (SBE) as described in Education Code section 48412(a)(2).

13 (b) "Homeless Certification Form" means a form provided by the California
14 Department of Education (CDE) that is to be completed by an authorized homeless
15 services provider to verify that a youth is homeless as defined in Education Code
16 section 48412. The Homeless Certification Form (issued 03/2016) is incorporated by
17 reference in California Code of Regulations, title 5, section 11530.

18 ~~(c)~~(a) "Parent" as used in Education Code ~~§~~section 48410(e), relating to verified
19 parental approval, means the natural parent, or adoptive parent or legal guardian,
20 having legal custody of the pupil.

21 (d) "Testing accommodations" means any variation in the assessment environment
22 or process that does not fundamentally alter what the test measures or affect the
23 comparability of scores.

24 NOTE: Authority cited: Sections 48410, and 48412 ~~and~~ 51426, Education Code.

25 Reference: Sections 48410 and 48412, Education Code.

26
27 **§ 11521. Placement on Pupil Transcript.**

28 A school district shall, for each pupil who demonstrates proficiency as provided in
29 Education Code ~~§~~section 48410(e), indicate the pupil's accomplishment and the date of
30 the proficiency certificate award on the pupil's official transcript.

31 NOTE: Authority cited: Section 33031, Education Code. Reference: Section 48410,
32 Education Code.

1 **§ 11522. Requirement for Exemption from School Attendance Form.**

2 Each school district shall develop a form which evidences parental consent for
3 exemption from further compulsory school attendance pursuant to Education Code
4 §section 48410(e). The form shall be made available upon request to 16- and 17-year-
5 old pupils who have been awarded the Certificate of Proficiency by the State Board of
6 Education demonstrated proficiency. The form shall contain at least the following
7 information:

8 (a) A general explanation of the pupil's rights of exemption from compulsory school
9 attendance and of re-enrollment in the public high schools.

10 (b) The date of issuance of a certificate of proficiency.

11 (c) The signature of the parent and the date.

12 (d) The signature of a school administrator who has personally confirmed the
13 authenticity of the parent's signature and the date.

14 NOTE: Authority cited: Sections 33031 and 48412, Education Code. Reference: Section
15 48410, Education Code.

16

17 **§ 11524. Waiver of Fees.**

18 (a) The contractor selected to administer the examination shall not collect fees from
19 individuals who are under 25 years of age, meet all other registration requirements, and
20 are verified to be homeless by a homeless services provider as defined in Education
21 Code section 48412, except for fees for additional services not related to regular test
22 registration including, but not limited to, registration for a test administration after the
23 regular registration deadline set by the contractor, request to change the testing date
24 after the regular registration deadline set by the contractor, request for a transcript or
25 duplicate certificate, or request to expedite services. The contractor shall not charge
26 fees to individuals who are verified to be homeless for any other administrative services
27 without prior approval of the CDE.

28 (b) The fee waiver for individuals who are under age 25 and are verified to be
29 homeless by a homeless services provider as defined in Education Code section 48412
30 shall include only fees for services related to test administration. The fee waiver shall
31 not include fees for services or documents required to verify the need for testing
32 accommodations, test preparation, or other services not related to test administration.

1 NOTE: Authority cited: Section 48412, Education Code. Reference: Section 48412,
2 Education Code.

3
4 **§ 11525. Homeless Certification.**

5 (a) To be eligible for a fee waiver, at the time of registration for a test administration,
6 a homeless youth must submit all standard required registration materials to the
7 contractor including documentation required for all testing accommodations that the
8 individual may need and an original completed Homeless Certification Form.

9 (b) Only the Homeless Certification Form may be used to certify that the registrant is
10 homeless. The Homeless Certification Form must include all of the following
11 information:

12 (1) The full legal name of the registrant;

13 (2) The date of birth of the registrant;

14 (3) The signature of the registrant affirming, under penalty of perjury, a statement
15 that he or she is homeless and under 25 years of age;

16 (4) The printed name of the homeless services provider;

17 (5) The title of the homeless services provider;

18 (6) The business address, phone number, and e-mail address of the homeless
19 services provider;

20 (7) The signature of the homeless services provider affirming, under penalty of
21 perjury, a statement that he or she is an authorized homeless services provider and that
22 the registrant is homeless as defined in Education Code section 48412;

23 (8) The date that the Homeless Certification Form is completed by the homeless
24 services provider; and

25 (9) The date the Homeless Certification Form expires.

26 (c) The Homeless Certification Form is valid for a period of one year from the
27 certification date and may be renewed annually until the certified homeless youth
28 reaches 25 years of age. If the certified homeless youth reaches 25 years of age within
29 one year from the certification date, the Homeless Certification Form will be valid only
30 until one day before the certified homeless youth reaches 25 years of age.

31 (d) The homeless services provider or the provider's agency shall retain a copy of all
32 Homeless Certification Forms issued to certified homeless youth until each certified

1 homeless youth reaches 28 years of age. The homeless services provider or the
2 provider's agency shall make copies of Homeless Certification Forms available to the
3 CDE upon request.

4 (e) The contractor shall retain all original Homeless Certification Forms issued to
5 certified homeless youth until each homeless youth reaches 28 years of age. The
6 contractor shall make original Homeless Certification Forms available to the CDE upon
7 request.

8 NOTE: Authority cited: Sections 33031 and 48412, Education Code. Reference:
9 Sections 48410 and 48412, Education Code.

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04-26-16 [California Department of Education]

This is the official scanned version of Item 06 Attachment 3 from the California State Board of Education (SBE) Meeting Agenda for September 2016 posted at

<http://www.cde.ca.gov/be/ag/ag/yr16/agenda201609.asp>

An accessible version of the contents of this document is located at <http://www.cde.ca.gov/be/ag/ag/yr16/sep16item06a3aav.asp>

The scanned document starts following this initial page.

STATE OF CALIFORNIA — DEPARTMENT OF FINANCE
ECONOMIC AND FISCAL IMPACT STATEMENT
(REGULATIONS AND ORDERS)
STD. 399 (REV. 12/2013)

INSTRUCTIONS AND CODE CITATIONS.
SAM Section 6601-6616

ECONOMIC IMPACT STATEMENT

DEPARTMENT NAME Education	CONTACT PERSON Linda Hakala	EMAIL ADDRESS lhakala@cde.ca.gov	TELEPHONE NUMBER 319-0658
DESCRIPTIVE TITLE FROM NOTICE REGISTER OR FORM 400 California High School Proficiency Examination (CHSPE) (dated 03-07-16)			NOTICE FILE NUMBER Z

A. ESTIMATED PRIVATE SECTOR COST IMPACTS *Include calculations and assumptions in the rulemaking record.*

1. Check the appropriate box(es) below to indicate whether this regulation:

- | | |
|--|---|
| <input type="checkbox"/> a. Impacts business and/or employees | <input type="checkbox"/> e. Imposes reporting requirements |
| <input type="checkbox"/> b. Impacts small businesses | <input type="checkbox"/> f. Imposes prescriptive instead of performance |
| <input type="checkbox"/> c. Impacts jobs or occupations | <input type="checkbox"/> g. Impacts individuals |
| <input type="checkbox"/> d. Impacts California competitiveness | <input checked="" type="checkbox"/> h. None of the above (Explain below): |

The regulations clarify statute and would not impose add'l private sector costs

If any box in Items 1 a through g is checked, complete this Economic Impact Statement.

If box in Item 1.h. is checked, complete the Fiscal Impact Statement as appropriate.

2. The _____ (Agency/Department) estimates that the economic impact of this regulation (which includes the fiscal impact) is:

- Below \$10 million
 Between \$10 and \$25 million
 Between \$25 and \$50 million
 Over \$50 million *[If the economic impact is over \$50 million, agencies are required to submit a Standardized Regulatory Impact Assessment as specified in Government Code Section 11346.3(c)]*

3. Enter the total number of businesses impacted: _____

Describe the types of businesses (include nonprofits): _____

Enter the number or percentage of total businesses impacted that are small businesses: _____

4. Enter the number of businesses that will be created: _____ eliminated: _____

Explain: _____

5. Indicate the geographic extent of impacts: Statewide
 Local or regional (List areas): _____

6. Enter the number of jobs created: _____ and eliminated: _____

Describe the types of jobs or occupations impacted: _____

7. Will the regulation affect the ability of California businesses to compete with other states by making it more costly to produce goods or services here? YES NO

If YES, explain briefly: _____

STATE OF CALIFORNIA — DEPARTMENT OF FINANCE

**ECONOMIC AND FISCAL IMPACT STATEMENT
(REGULATIONS AND ORDERS)**

STD. 399 (REV. 12/2013)

INSTRUCTIONS AND CODE CITATIONS:

SAM Section 6601-6616

ECONOMIC IMPACT STATEMENT (CONTINUED)

B. ESTIMATED COSTS *Include calculations and assumptions in the rulemaking record.*

1. What are the total statewide dollar costs that businesses and individuals may incur to comply with this regulation over its lifetime? \$ _____

a. Initial costs for a small business: \$ _____ Annual ongoing costs: \$ _____ Years: _____

b. Initial costs for a typical business: \$ _____ Annual ongoing costs: \$ _____ Years: _____

c. Initial costs for an individual: \$ _____ Annual ongoing costs: \$ _____ Years: _____

d. Describe other economic costs that may occur: _____

2. If multiple industries are impacted, enter the share of total costs for each industry: _____

3. If the regulation imposes reporting requirements, enter the annual costs a typical business may incur to comply with these requirements. *Include the dollar costs to do programming, record keeping, reporting, and other paperwork, whether or not the paperwork must be submitted.* \$ _____

4. Will this regulation directly impact housing costs? YES NO

If YES, enter the annual dollar cost per housing unit: \$ _____

Number of units: _____

5. Are there comparable Federal regulations? YES NO

Explain the need for State regulation given the existence or absence of Federal regulations: _____

Enter any additional costs to businesses and/or individuals that may be due to State - Federal differences: \$ _____

C. ESTIMATED BENEFITS *Estimation of the dollar value of benefits is not specifically required by rulemaking law, but encouraged.*

1. Briefly summarize the benefits of the regulation, which may include among others, the health and welfare of California residents, worker safety and the State's environment: _____

2. Are the benefits the result of: specific statutory requirements, or goals developed by the agency based on broad statutory authority?

Explain: _____

3. What are the total statewide benefits from this regulation over its lifetime? \$ _____

4. Briefly describe any expansion of businesses currently doing business within the State of California that would result from this regulation: _____

D. ALTERNATIVES TO THE REGULATION *Include calculations and assumptions in the rulemaking record. Estimation of the dollar value of benefits is not specifically required by rulemaking law, but encouraged.*

1. List alternatives considered and describe them below. If no alternatives were considered, explain why not: _____

STATE OF CALIFORNIA — DEPARTMENT OF FINANCE
ECONOMIC AND FISCAL IMPACT STATEMENT
(REGULATIONS AND ORDERS)
STD. 399 (REV. 12/2013)

INSTRUCTIONS AND CODE CITATIONS
SAM Section 6601-6616

ECONOMIC IMPACT STATEMENT (CONTINUED)

2. Summarize the total statewide costs and benefits from this regulation and each alternative considered:

Regulation: Benefit: \$ _____ Cost: \$ _____
Alternative 1: Benefit: \$ _____ Cost: \$ _____
Alternative 2: Benefit: \$ _____ Cost: \$ _____

3. Briefly discuss any quantification issues that are relevant to a comparison of estimated costs and benefits for this regulation or alternatives: _____

4. Rulemaking law requires agencies to consider performance standards as an alternative, if a regulation mandates the use of specific technologies or equipment, or prescribes specific actions or procedures. Were performance standards considered to lower compliance costs? YES NO

Explain: _____

E. MAJOR REGULATIONS *Include calculations and assumptions in the rulemaking record.*

California Environmental Protection Agency (Cal/EPA) boards, offices and departments are required to submit the following (per Health and Safety Code section 57005). Otherwise, skip to E4.

1. Will the estimated costs of this regulation to California business enterprises exceed \$10 million? YES NO

*If YES, complete E2. and E3
If NO, skip to E4*

2. Briefly describe each alternative, or combination of alternatives, for which a cost-effectiveness analysis was performed:

Alternative 1: _____
Alternative 2: _____

(Attach additional pages for other alternatives)

3. For the regulation, and each alternative just described, enter the estimated total cost and overall cost-effectiveness ratio:

Regulation: Total Cost \$ _____ Cost-effectiveness ratio: \$ _____
Alternative 1: Total Cost \$ _____ Cost-effectiveness ratio: \$ _____
Alternative 2: Total Cost \$ _____ Cost-effectiveness ratio: \$ _____

4. Will the regulation subject to OAL review have an estimated economic impact to business enterprises and individuals located in or doing business in California exceeding \$50 million in any 12-month period between the date the major regulation is estimated to be filed with the Secretary of State through 12 months after the major regulation is estimated to be fully implemented?

YES NO

If YES, agencies are required to submit a Standardized Regulatory Impact Assessment (SRIA) as specified in Government Code Section 11346.3(c) and to include the SRIA in the Initial Statement of Reasons.

5. Briefly describe the following:

The increase or decrease of investment in the State: _____

The incentive for innovation in products, materials or processes: _____

The benefits of the regulations, including, but not limited to, benefits to the health, safety, and welfare of California residents, worker safety, and the state's environment and quality of life, among any other benefits identified by the agency: _____

STATE OF CALIFORNIA — DEPARTMENT OF FINANCE

**ECONOMIC AND FISCAL IMPACT STATEMENT
(REGULATIONS AND ORDERS)**

STD. 399 (REV. 12/2013)

INSTRUCTIONS AND CODE CITATIONS.
SAM Section 6601-6616

FISCAL IMPACT STATEMENT

A. FISCAL EFFECT ON LOCAL GOVERNMENT *Indicate appropriate boxes 1 through 6 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.*

1. Additional expenditures in the current State Fiscal Year which are reimbursable by the State. (Approximate)
(Pursuant to Section 6 of Article XIII B of the California Constitution and Sections 17500 et seq. of the Government Code).

\$ _____

- a. Funding provided in _____
Budget Act of _____ or Chapter _____, Statutes of _____
- b. Funding will be requested in the Governor's Budget Act of _____
Fiscal Year: _____

2. Additional expenditures in the current State Fiscal Year which are NOT reimbursable by the State. (Approximate)
(Pursuant to Section 6 of Article XIII B of the California Constitution and Sections 17500 et seq. of the Government Code).

\$ _____

Check reason(s) this regulation is not reimbursable and provide the appropriate information:

- a. Implements the Federal mandate contained in _____
- b. Implements the court mandate set forth by the _____ Court.
Case of: _____ vs. _____
- c. Implements a mandate of the people of this State expressed in their approval of Proposition No. _____
Date of Election: _____
- d. Issued only in response to a specific request from affected local entity(s).
Local entity(s) affected: _____

- e. Will be fully financed from the fees, revenue, etc. from: _____
Authorized by Section: _____ of the _____ Code;

- f. Provides for savings to each affected unit of local government which will, at a minimum, offset any additional costs to each;

- g. Creates, eliminates, or changes the penalty for a new crime or infraction contained in _____

3. Annual Savings. (approximate)

\$ _____

4. No additional costs or savings. This regulation makes only technical, non-substantive or clarifying changes to current law regulations.

5. No fiscal impact exists. This regulation does not affect any local entity or program.

6. Other. Explain The regulations do not impose any additional costs as they clarify statute and provide specificity.

STATE OF CALIFORNIA — DEPARTMENT OF FINANCE
ECONOMIC AND FISCAL IMPACT STATEMENT
(REGULATIONS AND ORDERS)
STD. 399 (REV. 12/2013)

INSTRUCTIONS AND CODE CHANGES
SAM Section 6601-6616

FISCAL IMPACT STATEMENT (CONTINUED)

B. FISCAL EFFECT ON STATE GOVERNMENT *Indicate appropriate boxes 1 through 4 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.*

1. Additional expenditures in the current State Fiscal Year. (Approximate)

\$ _____

It is anticipated that State agencies will:

a. Absorb these additional costs within their existing budgets and resources.

b. Increase the currently authorized budget level for the _____ Fiscal Year

2. Savings in the current State Fiscal Year. (Approximate)

\$ _____

3. No fiscal impact exists. This regulation does not affect any State agency or program.

4. Other. Explain The regulations do not impose any additional costs as they provide clarity and consistency.

C. FISCAL EFFECT ON FEDERAL FUNDING OF STATE PROGRAMS *Indicate appropriate boxes 1 through 4 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.*

1. Additional expenditures in the current State Fiscal Year. (Approximate)

\$ _____

2. Savings in the current State Fiscal Year. (Approximate)

\$ _____

3. No fiscal impact exists. This regulation does not affect any federally funded State agency or program.

4. Other. Explain _____

FISCAL OFFICER SIGNATURE

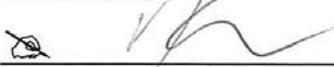


DATE

April 19, 2016

The signature attests that the agency has completed the STD. 399 according to the instructions in SAM sections 6601-6616, and understands the impacts of the proposed rulemaking. State boards, offices, or departments not under an Agency Secretary must have the form signed by the highest ranking official in the organization.

AGENCY SECRETARY



DATE

4/25/16

Finance approval and signature is required when SAM sections 6601-6616 require completion of Fiscal Impact Statement in the STD. 399.

DEPARTMENT OF FINANCE PROGRAM BUDGET MANAGER



DATE

28 JUN 16

AAV of Item 06 Attachment 3

This page is the Accessible Alternative Version (AAV) of Item 06 Attachment 3 from the California State Board of Education (SBE) [Meeting Agenda for September 2016](#). The [scanned Item 06 Attachment 3](#) (PDF) version is considered to be the official version of the document.

Economic and Fiscal Impact Statement

(REGULATIONS AND ORDERS). *User entries from the STD. 399 (REV. 12/2013) Form.*

Department Name: Education

Contact Person: Linda Hakala

E-mail Address: lhakala@cde.ca.gov

Telephone Number: 916-319-0658

Descriptive Title From Notice Register Or From 400: California High School Proficiency Examination (CHSPE) (dated March 7, 2016)

Notice File Number: Z

Economic Impact Statement

Section A. ESTIMATED PRIVATE SECTOR COST IMPACTS (Include calculations and assumptions in the rulemaking record.)

Section A.1. Check the appropriate box(es) below to indicate whether this regulation:

- Selected option is H: None of the above (Explain below)
- Option H explanation: *The regulations clarify statute and would not impose additional private sector costs.*

Fiscal Impact Statement

Section A. FISCAL EFFECT ON LOCAL GOVERNMENT (Indicate appropriate boxes 1 through 6 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.)

- Selected option is 6: Other. Explain. *The regulations do not impose any additional costs as they clarify statute and provide specificity.*

Section B. FISCAL EFFECT ON STATE GOVERNMENT (Indicate appropriate boxes 1 through 4 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.)

- Selected option is 4: Other. Explain. *The regulations do not impose any additional costs as they provide clarity and consistency.*

Section C. FISCAL EFFECT ON FEDERAL FUNDING OF STATE PROGRAMS (Indicate appropriate boxes 1 through 4 and attach calculations and assumptions of fiscal impact for the current year and two subsequent Fiscal Years.)

- Selected option is 3: No fiscal impact exists. This regulation does not affect any federally funded State agency

or program.

Fiscal Officer Signature: Signed by Linda Hakala dated April 19, 2016

The signature attests that the agency has completed the STD.399 according to the instructions in the State Administrative Manual (SAM) sections 6601-6616, and understands the impacts of the proposed rulemaking. State boards, offices, or department not under an Agency Secretary must have the form signed by the highest ranking official in the organization.

Agency Secretary: Contains signature dated April 25, 2016

Finance approval and signature is required when SAM sections 6601-6616 require completion of Fiscal Impact Statement in the STD. 399.

Department of Finance Program Budget Manager: Contains signature dated June 28, 2016



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

SUBJECT	
Elementary and Secondary Education Act: No Child Left Behind: Approval of Local Educational Agency Plans, Title I, Section 1112.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

The Elementary and Secondary Education Act (ESEA) provides federal funding that may be available to local educational agencies (LEAs) (defined as districts, county offices of education, and direct-funded charter schools) for a variety of programs. Currently, three direct-funded charter schools submitted an LEA Plan as part of the application for ESEA federal funding. California Department of Education (CDE) program staff review LEA Plans for compliance with the requirements of ESEA before recommending approval to the State Board of Education (SBE).

While the ESEA has been reauthorized as the Every Student Succeeds Act (ESSA) and signed into law by President Barack Obama on December 10, 2015, most of the provisions of the ESSA will not take effect until the 2017–18 school year.

RECOMMENDATION

The CDE recommends that the SBE approve the three direct-funded charter school LEA Plans listed in Attachment 1.

BRIEF HISTORY OF KEY ISSUES

The federal ESEA Section 1112(e)(2) states that the state educational agency (SEA) shall approve an LEA Plan if the SEA determines that the LEA Plan is designed to enable the LEA's schools to substantially help children meet the academic standards expected for all children. As a requirement for receiving federal funding sub-grants for ESEA programs, the local governing board and the SBE must approve the original LEA Plan. Subsequent approval of revisions to LEA Plans is made by the local governing board and kept on file with the original LEA Plan. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in the ESEA.

The purpose of the LEA Plan is to develop an integrated, coordinated set of actions that LEAs will take to meet certain programmatic requirements, including student academic

services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, services to homeless students, and others as required.

CDE program staff review LEA Plans for compliance with the requirements of the ESEA including evaluation of goals and activities designed to improve student performance in reading and mathematics; improve programs for English learner students; and promote efforts regarding graduation rates, dropout prevention, and advanced placement. If an LEA Plan lacks the required information, CDE program staff work with the LEA to ensure the necessary information is included in the LEA Plan before recommending approval.

Following initial CDE review and SBE approval, all LEAs are expected to annually review their LEA Plan and update the LEA Plan as necessary. Any changes to an LEA Plan must be approved by the LEA's local governing board.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Since the current LEA Plan process was developed in July 2003, as a requirement of the ESEA, the SBE has approved 1,870 LEA Plans.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact to state operations.

ATTACHMENT(S)

Attachment 1: Direct-Funded Charter Schools Recommended for State Board of Education Approval (1 Page)

Attachment 2: Academic Performance for Direct-Funded Charter Schools Recommended for State Board of Education Approval of Local Educational Agency Plans (2 Pages)

**Direct-Funded Charter Schools Recommended
for State Board of Education Approval**

Local Educational Agency Name	County-District-School Code	Academic Performance Data
California Connections Academy @ North Bay	17 64055 0129601	See Attachment 2.
Insight @ San Joaquin	39 68627 0133116	None available; opened in September 2015.
SIATech	37 68452 0106120	See Attachment 2.

Academic Performance for Direct-Funded Charter Schools Recommended for State Board of Education Approval of Local Educational Agency Plans

LEA Name: California Connections Academy @ North Bay CDS CODE: 17 64055 0129601	Made Adequate Yearly Progress (AYP) Criteria	English-Language Arts		Mathematics		Academic Performance Index (API)***		
		Percent At or Above Proficient (100.0%)	Met 2014 AYP Criteria**	Percent At or Above Proficient (100.0%)	Met 2014 AYP Criteria**	2013 Base API	2014 Growth API	Met 2014 API Criteria
Student Groups								
Schoolwide	Yes, met 3 of 3	66.7		19.0				
Black or African American		--		--				
American Indian or Alaska Native		--		--				
Asian		--		--				
Filipino		--		--				
Hispanic or Latino		--		--				
Native Hawaiian or Pacific Islander		--		--				
White		60.0		13.3				
Two or More Races		--		--				
Socioeconomically Disadvantaged		--		--				
English Learners		--		--				
Students with Disabilities		--		--				

-- Indicates no data are available or there are too few students in this student group to be numerically significant.

** California received a one-year waiver from the U.S. Department of Education (ED) that allows AYP determinations to exclude the percent proficient. However, the ED is requiring California to display the percent proficient data on the AYP Report. The AYP Report used only the participation information from the 2015 Smarter Balanced Summative Assessments and California Alternate Assessment Field Test, not the assessment results. The results from the assessments will be displayed within the percent proficient but will not be used for AYP determinations.

*** California's education system went through landmark changes in 2014 with the implementation of the Local Control Funding Formula (LCFF), the transition to a new testing system, and the shift to develop a new state accountability system. Given these changes, at the March 2015 meeting, the State Board of Education (SBE) approved the State Superintendent of Public Instruction's (SSPIs) recommendation to not calculate the following Academic Performance Index (API) reports:

- 2014 Base API
- 2015 Growth API
- 2015 Base API

As a result of suspending the APIs, the SBE also approved the removal of the API as an additional indicator for all schools for AYP reporting purposes.

Academic Performance for Direct-Funded Charter Schools Recommended for State Board of Education Approval of Local Educational Agency Plans

LEA Name: SIATech CDS CODE: 37 68452 0106120	Made Adequate Yearly Progress (AYP) Criteria	English-Language Arts		Mathematics		Academic Performance Index (API)***		
		Percent At or Above Proficient (100.0%)	Met 2014 AYP Criteria**	Percent At or Above Proficient (100.0%)	Met 2014 AYP Criteria**	2013 Base API	2014 Growth API	Met 2014 API Criteria
Student Groups								
Schoolwide	No, met 1 of 7	15.0		0.0				
Black or African American		--		--				
American Indian or Alaska Native		--		--				
Asian		--		--				
Filipino		--		--				
Hispanic or Latino		15.4		0.0				
Native Hawaiian or Pacific Islander		--		--				
White		--		--				
Two or More Races		--		--				
Socioeconomically Disadvantaged		15.0		0.0				
English Learners		--		--				
Students with Disabilities		--		--				

-- Indicates no data are available or there are too few students in this student group to be numerically significant.

** California received a one-year waiver from the U.S. Department of Education (ED) that allows AYP determinations to exclude the percent proficient. However, the ED is requiring California to display the percent proficient data on the AYP Report. The AYP Report used only the participation information from the 2015 Smarter Balanced Summative Assessments and California Alternate Assessment Field Test, not the assessment results. The results from the assessments will be displayed within the percent proficient but will not be used for AYP determinations.

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As a result of suspending the APIs, the SBE also approved the removal of the API as an additional indicator for all schools for AYP reporting purposes.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

SUBJECT	
Elementary and Secondary Education Act: No Child Left Behind: Assignment of Corrective Action, Additional Fiscal Resources, and Associated Technical Assistance for Yosemite Unified School District, a Local Educational Agency in Cohort 9 of Program Improvement Year 3.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

California *Education Code (EC)* Section 52055.57(c) states that a local educational agency (LEA) identified for corrective action under the federal Elementary and Secondary Education Act (ESEA) of 2001 shall be subject to one or more specific sanctions as recommended by the State Superintendent of Public Instruction (SSPI) and approved by the State Board of Education (SBE).

While the ESEA has been reauthorized as the Every Student Succeeds Act (ESSA) and signed into law by President Obama on December 10, 2015, the new accountability provisions of the ESSA will not take effect until the 2017–18 school year.

RECOMMENDATION

The California Department of Education (CDE) recommends that the SBE assign Corrective Action 7 and technical assistance resources as indicated in Attachment 1, to Yosemite Unified School District (YUSD), consistent with federal requirements to provide technical assistance to support the implementation of any corrective action, and direct the LEA to proceed with the steps outlined in California *EC* Section 52055.57.

BRIEF HISTORY OF KEY ISSUES

In accordance with the ESEA Section 1116(c)(10)(C) and California *EC* Section 52055.57(c), any LEA that has advanced to Program Improvement (PI) Year 3 shall be subject to one or more of seven federal sanctions as recommended by the SSPI and approved by the SBE.

Since 2007, the SBE assigned a total of 439 Corrective Actions to PI Year 3 LEAs: 338 PI LEAs in Cohorts 1–6 were assigned Corrective Action 6 and 101 PI LEAs in Cohorts 7–9 were assigned Corrective Action 7.

On June 27, 2016, the CDE released updated 2014–15 Accountability Progress Reporting (APR) results. YUSD's PI status changed from PI Year 2 to PI Year 3 as a result of the updated APR data. Due to the late release of this data, YUSD will be required to fulfill the requirements of their new PI Year 3 Corrective Action status during the 2016–17 school year. The transition provisions in the ESSA requires LEAs to continue to implement the same interventions in the 2016–17 school year as when they were identified for corrective action in the 2015–16 school year.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

With the recognition that the landscape of California's educational policy, practice, and student achievement has changed significantly since 2007–08, the CDE recommended in November 2013, that the SBE consider assigning the sanction delineated in California *EC* Section 52055.57(c)(7), instead of the sanction described in California *EC* Section (c)(6). Also, the adoption of the California State Standards and a significant state appropriation to support their implementation by all LEAs essentially duplicated the previously assigned sanction, Corrective Action 6.

As a result, the SBE approved a change in the assigned federal sanction for Cohorts 7–9 LEAs. The approved sanction was changed to Corrective Action 7, as delineated in California *EC* Section 52055.57(c)(7).

Corrective Action 7, as defined by the SBE, requires an LEA assigned to corrective action to continue to reserve an amount equal to 10 percent of its Title I, Part A allocation to provide professional development for teachers and administrators. As defined in the 2015 General Assurances for Program Improvement Local Educational Agencies Corrective Action Resources, professional development includes, but is not limited to, professional development focused on standards-based/standards-aligned instruction and materials, implementation of the California State Standards, and the use of effective instructional strategies.

The professional development is designed to strengthen the academic achievement of the LEA's students determined to be in the greatest need of assistance. This 10 percent reservation is a continuation of the mandated set-asides for all LEAs identified for improvement in PI Years 1 and 2.

In January 2016, the CDE recommended and the SBE identified and assigned Corrective Action 7 and technical assistance resources to 14 LEAs in Cohort 9 of PI Year 3. (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/jan16item15.doc>)

FISCAL ANALYSIS (AS APPROPRIATE)

The 2015 California State Budget, as described in Assembly Bill 93, Item 6100-134-0890, Schedule (2), appropriated approximately \$31 million for LEAs in corrective action. California *EC* Section 52055.57(d) provides a formula to allocate \$150,000 per PI school for LEAs with intense performance problems; \$100,000 per PI school for LEAs with moderate performance concerns; and \$50,000 per PI school for LEAs with

minor or isolated (light) performance concerns. No fiscal resources are identified for LEAs in PI Corrective Action that do not have any schools in PI.

There are sufficient funds in Budget Line Item 6100-134-0890 to support the recommendations in Attachments 1 and 2. Funds will be used to support the implementation of assigned corrective actions, including professional development.

ATTACHMENT(S)

- Attachment 1: Assignment of Corrective Action 7 and Associated Technical Assistance Requirements for Yosemite Unified School District in Cohort 9 of Program Improvement Year 3 (1 Page)
- Attachment 2: Application of Objective Criteria for Yosemite Unified School District in Cohort 9 of Program Improvement Year 3 Corrective Action 7 (1 Page)

**Assignment of Corrective Action 7 and Associated Technical Assistance
Requirements for Yosemite Unified School District in Cohort 9 of
Program Improvement Year 3**

The California Department of Education (CDE) recommends that the State Board of Education (SBE) take the following actions for Yosemite Unified School District (YUSD) based on the updated 2014–15 Accountability Progress Reporting:

1. As a result of the overall improvement in student achievement over time associated with YUSD, assign the category of light performance concerns to YUSD.
2. Assign additional resources to YUSD consistent with federal requirements to provide technical assistance while instituting any corrective action.
 - YUSD will be provided with additional fiscal resources to implement the assigned corrective action. YUSD may utilize the additional fiscal resources to: (1) access technical assistance in order to analyze the needs of the local educational agency (LEA) and its schools; (2) review and revise the LEA Plan as necessary; (3) access professional development resources to improve the academic achievement of the LEA's students determined to be in the greatest need of assistance; and (4) continue the implementation of standards-based/standards-aligned instruction and materials.
3. Require, as established by the SBE at its November 2013 meeting, that YUSD will continue to reserve an amount equal to 10 percent of its Title I, Part A allocation to provide professional development for teachers and administrators to strengthen the academic achievement of the LEA's students determined to be in the greatest need of assistance.
 - Professional development includes, but is not limited to, professional development focused on standards-based/standards-aligned instruction and materials, implementation of the California State Standards, and the use of effective instructional strategies.

**Application of Objective Criteria for Yosemite Unified School District in Cohort 9
 of Program Improvement Year 3 Corrective Action 7**

County District Code	District Name	County Name	AYP Targets Met	AYP Targets Possible	Percent AYP Targets Met	Number of Title I Schools	Number of Title I Schools Not in PI	Number of Title I Schools in PI	Percent of Title I Schools Not in PI	Differentiated Technical Assistance
2076414	Yosemite Unified School District	Madera	10	12	83.3	2	0	2	0	Light

AYP = Adequate Yearly Progress
 PI = Program Improvement

California Department of Education – July 2016



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

SUBJECT	
<i>Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019 Revision: Approval of the Schedule of Significant Events and the Curriculum Framework and Evaluation Criteria Committee Application Form.</i>	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

The State Board of Education (SBE) adopted the *Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, in March 2008 but was unable to revise the curriculum framework for health education to reflect the standards due to legislation (Assembly Bill X4 2, Chapter 2, Statutes of 2009–10 Fourth Extraordinary Session, and Senate Bill 70, Chapter 7, Statutes of 2011) that suspended work on curriculum frameworks until July 1, 2015. With the end of the suspension, the SBE can now begin work on the 2019 revision of the *Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve (Health Education Framework)*. The *California Code of Regulations*, Title 5 (5 CCR), Section 9511 allows the SBE to establish a Curriculum Framework and Evaluation Criteria Committee (CFCC) to assist in the development of curriculum frameworks and evaluation criteria and lists the requirements regarding the recruitment process and qualifications for members of the CFCC. This item is the first in what will be a series of items regarding the 2019 revision of the *Health Education Framework*.

RECOMMENDATION

The California Department of Education (CDE) recommends that the SBE approve the Schedule of Significant Events and the CFCC application form for the 2019 revision of the *Health Education Framework* as recommended by the Instructional Quality Commission (IQC).

BRIEF HISTORY OF KEY ISSUES

The revision of the *Health Education Framework* is a multi-step process. It involves educators, content experts, and other stakeholders participating in the focus group meetings and as members of the CFCC. Throughout the revision process, there are opportunities for public input at focus group, CFCC, IQC, and SBE meetings and during two 60-day public review periods.

The framework revision process requires action by the SBE at key points, including the approval of a Schedule of Significant Events (Attachment 1) and the CFCC application form (Attachment 2) as first steps in the process. In May 2019, the SBE will take action on the IQC recommendation regarding adoption of the revised *Health Education Framework*.

The Curriculum Frameworks and Instructional Resources Division and a professional writing team will be supporting the framework revision. Other divisions within the CDE will also provide support and advice in their areas of expertise.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE adopted the *Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, in March 2008.

In January 2009, the SBE approved a timeline for the 2011 revision of the *Health Framework*. Members of the SBE attended focus group meetings in April and May 2009 to hear educator and public input on the revision.

The SBE was unable to take further action on the 2011 revision of the Health Framework due to the enactment of Assembly Bill X4 2 (Chapter 2, Statutes of 2009–10 Fourth Extraordinary Session, signed in July 2009) and Senate Bill 70 (Chapter 7, Statutes of 2011), which suspended the process and procedures for framework revisions until the 2015–16 school year.

FISCAL ANALYSIS (AS APPROPRIATE)

The estimated cost of the revision of the framework is \$1.7 million for work over a 3–4 year period. This estimate includes the costs for the contracted writers, travel for the CFCC members and CDE staff, production of materials for focus groups and CFCC meetings, editing and graphic design services, technology services, IQC meetings related to the framework revision, and CDE staff costs.

ATTACHMENT(S)

Attachment 1: Draft Schedule of Significant Events for the 2019 Revision of the *Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve* (2 Pages)

Attachment 2: Draft Application for Appointment to the Health Education Curriculum Framework and Evaluation Criteria Committee (8 Pages)

DRAFT

Schedule of Significant Events for the 2019 Revision of the
*Health Education Framework for California Public Schools,
Kindergarten Through Grade Twelve*

Event	Schedule
Instructional Quality Commission (IQC) approves Schedule of Significant Events and Curriculum Framework and Evaluation Criteria Committee (CFCC) Application	June 20, 2016
Focus Group recruitment letter and application distributed to districts, health education and stakeholder organizations, and institutes of higher education	July 2016
State Board of Education (SBE) approves Schedule of Significant Events and CFCC Application (pursuant to 5 CCR, §9513)	September 8–9, 2016
Recruitment of CFCC (at least 90 days pursuant to 5 CCR, §9513)	September/October–December 2016
Superintendent appoints Focus Group members	October 2016
Four Focus Group meetings (pursuant to 5 CCR §9511[c]) <ul style="list-style-type: none"> • November 1, 2016: Tulare County Office of Education, Visalia • November 7, Sacramento County Office of Education, Sacramento, and via videoconference at Siskiyou and Butte County Offices of Education • November 15, Alameda County Office of Education, Hayward • November 29, Long Beach Unified School District, Long Beach 	November 2016
IQC reviews Focus Group Report and recommends CFCC members and guidelines for the revision of the framework to the SBE	January 2017
SBE appoints CFCC, receives Focus Group Report, and approves guidelines for the revision of the framework	March 2017
CFCC Meetings The following meeting dates are scheduled to be held in Sacramento: <ul style="list-style-type: none"> • May 4–5, 2017 • June 19–20, 2017 • August 10–11, 2017 • September 18–19, 2017 	May 2017–January 2018

Event	Schedule
<ul style="list-style-type: none"> • November 29–30, 2017 • January 25–26, 2018 	
IQC approves draft <i>Health Education Framework</i> for initial 60-day public review period	March 2018
First 60-day public review of the <i>Health Education Framework</i> (pursuant to §9515[a][3])	April–June 2018
Health Subject Matter Committee (SMC) analyzes field review results and edits draft framework	August 2018
IQC approves draft <i>Health Education Framework</i> for second 60-day public review period and recommends draft <i>Health Education Framework</i> to SBE	September 2018
Second 60-day public review of the <i>Health Education Framework</i> (pursuant to §9515[c])	November 2018–January 2019
Health SMC/IQC review comments from the second 60-day public review period and recommends final edits to the <i>Health Education Framework</i> for SBE adoption in May	March 2019
SBE action to adopt the <i>Health Education Framework</i>	May 2019

DRAFT
**Application for Appointment to the Health Education Curriculum Framework and
Evaluation Criteria Committee**

Applications must be received by December 15, 2016

The State Board of Education (SBE) is recruiting members of the Health Education Curriculum Framework and Evaluation Criteria Committee (CFCC). The CFCC will play a significant role in the revision of the *Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve (Health Education Framework)*. The *Health Education Framework* will be revised to incorporate and support the *Health Education Content Standards for California Public Schools, Kindergarten through Grade Twelve (Health Education Standards)*, adopted by the SBE in March 2008, and to reflect current statutes and research in health education. The CFCC provides input on the initial draft of the revised framework in accordance with guidelines approved by the SBE.

CFCC members include single-subject and multi-subject credentialed teachers; school, district, and county administrators; school nurses and other health care providers; college and university personnel representing academic departments and schools of education; and representatives of citizen groups, educational organizations, industry, or other agencies. The Instructional Quality Commission (IQC), which serves as an advisory body to the SBE, recommends applicants for the CFCC to the SBE.

Serving on the CFCC represents a significant commitment of time and personal energy. Between May 2017 and January 2018, CFCC members will participate in six meetings (two days each) in Sacramento and spend a considerable amount of time between meetings reviewing or researching portions of framework drafts. Travel and per diem costs are reimbursed at standard state rates; however, no stipend or substitute pay is provided.

Instructions:

- Answer all of the questions. An asterisk (*) denotes a required field.
- After answering all of the questions on a page, select the “Next” button.
- You must submit a résumé with your application.
- On the last page of the Application, select the “Preview” button.
- **On the next screen, review all of the responses, and then select the “Submit” button on the bottom of the screen.**
- After you have submitted the Application, save your Confirmation ID given on the next page. Select the “Print” button to obtain a hard copy. Select the “Download Application in pdf” button to download a pdf version of your application.

Personal and Professional Information

First Name:

Last Name:

MI:

Home Street Address:

Home City:

Home State:

Home Zip Code:

Home Phone:

Personal E-mail:

Employer's Business Name:

Position Title:

Business Street Address:

Business City:

Business State:

Business Zip Code:

Business Phone:

Business E-mail:

Current Position(s):

Check all that apply.

- Administrator (school, district, or county)
- Teacher providing instruction to students in kindergarten or grades one through twelve. Note that teachers must have a California teaching credential, defined as a professional credential under 5 CCR 80001.
- Teacher not providing instruction to students in kindergarten or grades one through twelve (e.g., mentor teacher or certificated teacher employed by school districts or county offices of education who is not in a position that requires a service credential with a specialization in administrative services)
- Curriculum specialist
- School nurse
- Health care provider
- Higher education professor (subject area or teacher preparation program)
- Researcher in health education or related field

- Parent or other community member
- School board member
- Other: (drop-down box)

Grade Levels of Expertise:

Check all that apply.

- K–2
- 3–5
- 6–8
- 9–12
- Other Grade Levels (e.g., transitional kindergarten, higher education): (drop-down box)

Subjects Taught:

Check all that apply.

- K–6 Multiple Subject Classroom
- Health Education
- Physical Education
- Life Science
- Biology
- Other subject not mentioned above: (drop-down box)

Years Teaching in a K–12 Environment: (drop-down box)

Experience Teaching English Learners:

Have you provided effective instruction to English learners? No Yes

If yes, at what grade levels and for how many years? List any specialized credential, certificate, or training in this area.

Experience Teaching Students with Disabilities:

Have you provided effective instruction to students with disabilities? No Yes

If yes, at what grade levels and for how many years? List any specialized credential, certificate, or training in this area.

Highest Degrees/Certifications:

List the four highest academic degrees and/or certifications you have earned and the awarding institution. List your highest achievement first.

Degree/Certification #1:

Institution #1:

Degree/Certification #2:

Institution #2:

Degree/Certification #3:
Institution #3:

Degree/Certification #4:
Institution #4:

Gender (optional):

- Male
- Female
- Decline to state
- Other _____(drop-down box)

Ethnicity (optional):

Please select all that apply from below:

- Hispanic/Latino
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Decline to state
- Other _____(drop-down box)

Health Education Experience and Expertise

Standards-Based Interdisciplinary Instructional Experience:

Describe a standards-based health education lesson you have taught or developed that also supports student learning in science or mathematics or literacy with informational text. (This interdisciplinary lesson should be aligned to state-adopted standards in science, mathematics, or English language arts/literacy, as appropriate, in addition to the state-adopted standards for health education.) Use 2,000 characters or less.

Differentiated Instruction for a Diverse Student Population

Using the lesson described above, explain how you would differentiate instruction so that it is appropriate for students of all races, genders, sexual orientations, and ethnic and cultural backgrounds, students with disabilities, and students who are English learners. Use 2,000 characters or less.

Areas of Expertise and Leadership:

Check all the health content areas that apply.

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

Describe how your education and experience have prepared you to serve as a member of the Health Education CFCC. As part of your response, please describe your knowledge of and experience with the Health Education Standards, in particular in one or more of the health content areas you checked above, and your expertise in providing instruction that supports students' health literacy, developing student assessments, and serving as an instructional leader. Use 2,000 characters or less.

Previous Committee Experience: Have you ever served on a committee that was engaged in the development of standards or curriculum or the review of instructional materials? If yes, briefly detail your experience. Use 1,000 characters or less.

Relationship with Publishers: Conflict of Interest Disclosure Statement

Your answers below will serve as the disclosure of certain information as required by the "Statement of Activities that are Inconsistent, Incompatible, or in Conflict with Duties of a Member of an Educational Policy Advisory Commission or a Committee or Panel Thereof," as amended January 1978, and *California Code of Regulations*, Title 5, Education, Section 18600. Your answers will be the basis for an eligibility ruling in the event some activity appears to be inconsistent, incompatible, or in conflict with the duties assigned to the CFCC.

For the questions below, "immediate family" is defined as your spouse and dependent children (*California Government Code* Section 82029).

Question 1:

Do you or a member of your immediate family have, or have you had, a business relationship at any time over the last 12 months with a publisher that produces instructional materials for California? If YES, list the company(-ies) that you have dealt with and the amount (if any) of remuneration received. Use 1,000 characters or less.

Question 2:

Are you currently employed by or under contract to any person, firm, or organization which will do business with or submit instructional material to the California Department of Education (CDE)? If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. Use 1,000 characters or less.

Question 3:

Have you ever been employed by or had any other kind of contractual relationship with any person, firm, or organization doing business with, or submitting instructional materials to, the CDE? If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. Use 1,000 characters or less.

Question 4:

Do you expect to receive any royalty payments during your period of service on the Health Education CFCC? If YES or UNCERTAIN, please explain and provide as much

detail as possible, including name of firm, nature of contract, dates of contract, and compensation. Use 1,000 characters or less.

Question 5:

Were you or any member of your immediate family an author, contributor, or editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted to the CDE? If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. Use 1,000 characters or less.

Question 6:

Have you received compensation, do you expect to receive compensation, or do you have any other kind of contractual relationship with any organization that is either a subsidiary, parent organization, or “sister organization” of any entity which will do business with your advisory body or will submit materials to your advisory body? If YES or UNCERTAIN, please explain and provide as much detail as possible, including name of firm, nature of contract, dates of contract, and compensation. Use 1,000 characters or less.

Applicant Acknowledgement/Certification

- ✓ I understand that this application becomes public information when submitted. The answers to the questions under Relationship to Publisher: Conflict of Interest Disclosure Statement are true and correct to the best of my knowledge and belief. My supervisor and I are aware that, while travel and per diem costs will be reimbursed at standard state rates, no stipend or substitute reimbursement is provided to CFCC members. I have discussed this application with my supervisor and have received approval for release time to participate in all related activities. The CFCC meetings in Sacramento are tentatively scheduled for May 4–5, 2017; June 19–20, 2017; August 10–11, 2017; September 18–19, 2017; November 29–30, 2017; and January 25–26, 2018.

Supervisor/Employer Information and Professional References

Supervisor/Employer

Please provide contact information for the individual who can authorize release time.

First Name:

Last Name:

Position Title:

Phone:

E-mail: (generates e-mail message to your employer)

When you submit your application form, a message will be automatically sent to the employer’s e-mail address you enter above.

[sent from healtheducationframework@cde.ca.gov]

Dear <First Name> <Last Name>,

This message is being sent to notify you that <First Name> <Last Name> (<e-mail address>), a member of your staff, has submitted an application to participate as a member of the Curriculum Framework and Evaluation Criteria Committee (CFCC) for the 2019 revision of the *Health Education Framework*. If appointed by the State Board of Education (SBE), the candidate is committing to attend a sequence of meetings and to support the revision of the *Health Education Framework*. Panel members will attend six meetings at the California Department of Education in Sacramento from May 2017 to January 2018 and devote significant time outside of the meetings to review draft frameworks. (The CFCC meetings are tentatively scheduled for May 4–5, 2017; June 19–20, 2017; August 10–11, 2017; September 18–19, 2017; November 29–30, 2017; and January 25–26, 2018.) Travel and per diem costs are reimbursed at standard state rates; however, no stipend or substitute pay is provided

Professional References

Please provide the names and contact information for at least one and up to three professional references.

First Name:

Last Name:

Position Title:

Institution:

Street Address:

City:

State:

Zip Code:

Phone:

E-mail:

First Name:

Last Name:

Position Title:

Institution:

Street Address:

City:

State:

Zip Code:

Phone:

E-mail:

First Name:

Last Name:

Position Title:

Institution:

Street Address:

City:

State:

Zip Code:

Phone:

E-mail:

Upload a Résumé

Note: Please attach a current résumé as it relates to your educational background and experience in health education in kindergarten through grade twelve and/or higher education. If you are a classroom teacher, list the classes you are currently teaching and the grade level(s). Also, please indicate any specialized training you have had in health education instruction in the past five years. Please limit your résumé to two or three pages and include your name on each page. Please limit the size of the file to under 5 MB.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

SUBJECT	
Approval of the Charter School Numbers Assigned to Newly Established Charter Schools.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

The State Board of Education (SBE) is responsible for assigning a number to each approved charter petition. California Department of Education (CDE) staff present this routine request for assignment of charter numbers as a standard action item.

RECOMMENDATION

The CDE recommends that the SBE assign a charter number to each charter school identified in Attachment 1.

BRIEF HISTORY OF KEY ISSUES

Since the charter school law was enacted in 1992, the SBE has assigned numbers to 1,827 charter schools, including some approved by the SBE after denial by local educational agencies. Separate from that numbering system, nine all-charter districts have been jointly approved by the State Superintendent of Public Instruction and the SBE.

California *Education Code (EC)* Section 47602 requires the SBE to assign a number to a charter school that has been approved by a local entity in the chronological order in which it was received. Each number assigned shall correspond to a single petition that identifies a charter school that will operate within the geographic and site limitations of this part. Charter schools that share educational programs and serve similar pupil populations may not be counted as separate schools. This numbering system ensures that the state stays within a statutory cap on the total number of charter schools authorized to operate within California. The cumulative statutory cap for the fiscal year 2016–17 is 2,050. The statutory cap is not subject to waiver.

The charter schools listed in Attachment 1 were recently authorized by local boards of education and the SBE as noted. A copy of the charter petitions are on file in the Charter Schools Division.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE is responsible for assigning a number to each approved charter petition. The CDE presents this routine request for assignment of charter numbers as a standard action item.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact to the state resulting from the assignment of numbers to recently authorized charter schools.

ATTACHMENT(S)

Attachment 1: Assignment of Numbers for Charter School Petitions (2 Pages)

Assignment of Numbers for Charter School Petitions

Number	Term	Charter Name	County	Authorizing Entity	Classroom-Based/ Nonclassroom-Based
1828	7/1/2016– 6/30/2021	Pathways Academy Charter School- Adult Education	Los Angeles	Acton-Agua Dulce Unified School District	Nonclassroom- Based
1829	7/1/2016– 6/30/2021	Sequoia Union Elementary Charter School	Tulare	Sequoia Union Elementary School District	Classroom-Based
1830	7/1/2016– 6/30/2017	Pivot Charter School Riverside II	Riverside	Nuvview Union School District	Nonclassroom- Based
1831	7/1/2016– 6/30/2021	Citrus Springs Charter School	Orange	Orange County Department of Education	Combination: Classroom-Based 52 percent, Nonclassroom- Based 48 percent
1832	7/1/2016– 6/30/2021	San Diego Workforce Innovation High School	San Diego	Borrego Springs Unified School District	Nonclassroom- Based
1833	7/1/2016– 6/30/2021	Orange County Workforce Innovation High School	Orange	Orange County Department of Education	Nonclassroom- Based
1834	7/1/2016– 6/30/2021	Sylmar Charter High School	Los Angeles	Los Angeles Unified School District	Classroom-Based

Number	Term	Charter Name	County	Authorizing Entity	Classroom-Based/ Nonclassroom-Based
1835	7/1/2016– 6/30/2021	Audeo Charter School II	San Diego	California State Board of Education	Nonclassroom- Based
1836	7/1/2016- 6/30/2021	Empower Generations	Los Angeles	Acton-Agua Dulce Unified School District	Nonclassroom- Based
1837	7/1/2016- 6/30/2021	California STEAM Santa Barbara	Santa Barbara	Cuyama Joint Unified School District	Nonclassroom- Based
1838	6/30/2017- 6/30/2022	California School of the Arts-San Gabriel Valley	Los Angeles	Duarte Unified School District	Classroom-Based



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

SUBJECT	
Approval of the Career Technical Education Incentive Grant: Grantee List.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

Before the California Department of Education (CDE) can make annual grant awards for the Career Technical Education Incentive Grant (CTEIG), the California *Education Code (EC)* Section 53074 requires that the CDE submit a list of recommended new and renewal grant recipients to the State Board of Education (SBE) for review and approval. The CDE brought a list of grantees to the January and March 2016 SBE meetings for funding from the 2015–16 fiscal year. The CDE is now providing a list of eligible grantees for the 2016–17 fiscal year. These grantees did not apply for, or were not awarded, funding from the 2015–16 fiscal year. Current grantees will provide the CDE a progress report and renewal application. The CDE will provide a grantee renewal list for SBE approval at the March 2017 SBE meeting.

RECOMMENDATION

The CDE recommends that the SBE approve the list of grantees for the grant term of October 1, 2016, through June 30, 2018.

BRIEF HISTORY OF KEY ISSUES

The CTEIG program was established as part of the 2016–17 California State Budget. The CTEIG was created as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten through grade twelve, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of the CTEIG is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school local control funding formula (LCFF).

A grant recipient under *EC* Section 53072 may consist of one or more, or any combination, of the following:

- a. School Districts
- b. County Offices of Education
- c. Charter Schools with an active charter number
- d. Regional Occupational Centers or Programs operated by joint powers authorities, provided that the application has the written consent of each participating local educational agency (LEA).

The focus of the grant is the delivery and sustainability of high quality CTE programs. Grant recipients of these funds are expected to implement and maintain a CTE program meeting the elements of a high quality CTE program pursuant to *EC* Section 53071(c):

- (1) Offers high quality curriculum and instruction aligned with the California CTE Model Curriculum Standards, including, but not limited to, providing a coherent sequence of CTE courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school.
- (2) Provides pupils with quality career exploration and guidance.
- (3) Provides pupil support services including counseling and leadership development.
- (4) Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, with documented formal written agreements.
- (5) Forms ongoing and structural industry and labor partnerships, documented through formal written agreements and through participation on advisory committees.
- (6) Provides opportunities for pupils to participate in after school; extended day; and out-of-school internships, competitions, and other work-based learning opportunities.
- (7) Reflects regional or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.
- (8) Leads to an industry-recognized credential, certificate, or appropriate postsecondary training/employment.
- (9) Is staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

- (10) Reports data, as a program participation requirement, to allow for an evaluation of the program.

In addition to meeting the minimum requirements as outlined, the CTEIG requires a proportional dollar-for-dollar match as follows:

- a. For the first funding term, \$1.00 for every \$1.00 received from this program. For the 2015–16 application matching funds may be based on local match expenditures starting July 2015 through June 2017.
- b. For the second funding term, funds expended from the grant dollars must be matched \$1.50 for every \$1.00 received from this program, and must be expended by June 30, 2018.
- c. For the third funding term, funds expended from the grant dollars must be matched \$2.00 for every \$1.00 received from this program, and must be expended by June 30, 2019.

The local match may include funding from school district/charter school LCFF apportionments pursuant to *EC* Section 42238.02, the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006, the California Partnership Academies, the Agricultural Incentive Grant, or any other source except from the California Career Pathways Trust.

Per *EC* Section 53070, the grant amounts are appropriated as follows, unless otherwise determined by the Superintendent in collaboration with the executive director of the state board:

- a) For applicants with average daily attendance (ADA) of less than or equal to 140, 4 percent is designated
- b) For applicants with ADA of more than 140 and less than or equal to 550, 8 percent is designated
- c) For applicants with ADA of more than 550, 88 percent is designated

LEA allocations are determined using the following formula:

- A base amount calculated on an LEA's proportional share of the total 2015–16 ADA in grades seven through twelve
- A supplemental allocation calculated on each of the following:
 - New CTE programs
 - English-learner, low-income, and foster youth students
 - Higher than average dropout rates

- Higher than average unemployment rates
- Existing student participation in CTE programs
- Regional collaboration
- Operation within a rural area

Grant applicants were required to validate how the applicant met, or will over the course of the first grant period meet, the minimum eligibility criteria which includes:

- the demonstration of high-quality CTE programs,
- how the applicant would match the dollars received from the CTEIG, and
- the sustainability of CTE programs for three years past the cessation of the grant.

Applicants unable to demonstrate high-quality programs and/or sustainability were not recommended for funding.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE received information regarding the CTEIG in December 2015. The SBE received items for CTEIG Grantee Approval in January and March 2016.

FISCAL ANALYSIS (AS APPROPRIATE)

Funds from the CTEIG are appropriated to the CDE from the General Fund for the CTEIG in the following amounts:

- (1) For the 2015–16 fiscal year, \$400 million
- (2) For the 2016–17 fiscal year, \$300 million.
- (3) For the 2017–18 fiscal year, \$200 million.

ATTACHMENT(S)

Attachment 1: CTEIG Recommended Grant Recipients (to be added by September 6, 2016)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

Federal Waiver

<p>SUBJECT</p> <p>Request by four school districts for a waiver of Section 131(c)(1) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Public Law 109-270).</p> <p>Waiver Numbers: Colusa Unified School District Fed-15-2016 Glenn County Office of Education Fed-16-2016 Los Angeles Unified School District Fed-18-2016 Scott Valley Unified School District Fed-17-2016</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

The California Department of Education recommends approval to waive the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins Act), Public Law 109-270 Section 131(c)(1), which requires local educational agencies (LEAs) whose allocations are less than \$15,000 to enter into a consortium with other agencies. If they are unable to do so, under Section 131(c)(2), they may waive the consortium requirement if the LEA is in a rural, sparsely populated area, or is a public charter school operating secondary vocational and technical education programs, and is unable to join a consortium, thus allowing the districts to meet the needs of their students.

Authority for Waiver: Federal Waiver Authority (Public Law 109-270) Section 131(c)(2).

RECOMMENDATION

Approval Approval with conditions Denial

SUMMARY OF KEY ISSUES

The criterion for qualifying for this waiver is demonstration that the LEAs cannot form or join a consortium that handles the Perkins funds. There are no other districts in the local area willing to join in a consortium. Districts are located in various rural counties and have student populations ranging from 372 to 1,450. Districts are seeking waivers to

function independently in order to meet the needs of the students in the district.

Local board approval date(s): Various

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Section 131(c)(1) of the Perkins Act requires LEAs whose allocations are less than \$15,000 to enter into a consortium with other LEAs for the purpose of meeting the \$15,000 minimum grant requirement. Section 131(c)(2) of the Perkins Act permits states to waive the consortium agreement if the LEA is in a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs, and is unable to join a consortium.

The State Board of Education (SBE) Waiver Policy #01-01: Carl D. Perkins Career and Technology Education Improvement Act: Consortium Requirement for Minimum Allocation, available at <http://www.cde.ca.gov/re/lr/wr/documents/perkinspolicyr.doc>, has criteria defining rural that are specifically tied to the National Center for Education Statistics (NCES) Locale Codes numbers 23, 31, 32, 33, 41, 42, or 43.

The SBE has approved all waivers of this statute that have been presented to it to date.

Demographic Information:

Colusa Unified School District has a student population of 1,450 and is located in a Town: Distant (32) area in Colusa County.

Glenn County Office of Education has a student population of 372 and is located in a Town: Distant (32) area in Glenn County.

Los Angeles Unified School District - CHAMPS Charter High School of the Arts has a student population of 956 and is located in a City: Large (11) area in Los Angeles County. The waiver rule still applies due to the school being a recognized public charter school operating secondary vocational and technical education programs.

Scott Valley Unified School District has a student population of 665 and is located in a Rural: Remote (43) area in Siskiyou County.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable these districts to receive an annual Perkins Act allocation that is listed on Attachment 1. The waivers have no significant effect on the distribution of Perkins Act funds statewide.

ATTACHMENT(S)

Attachment 1: Districts Requesting Carl D. Perkins Career and Technical Education

Waivers (1 page)

Attachment 2: Colusa Unified School District Federal Waiver Request Fed-15-2016 for Colusa High School (1 page) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: Glenn County Office of Education Federal Waiver Request Fed-16-2016 for Various Schools (2 pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 4: Los Angeles Unified School District Federal Waiver Request Fed-18-2016 for CHAMPS Charter High School of the Arts (1 page) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 5: Scott Valley Unified School District Federal Waiver Request Fed-17-2016 for Etna High School (1 page) (Original waiver request is signed and on file in the Waiver Office.)

Districts Requesting Carl D. Perkins Career and Technical Education Waivers

Waiver Number	District	Period of Request	Local Board Approval Date	NCES Locale Code	Demographic Information	Perkins Act Allocation
Fed-15-2016	Colusa Unified School District for Colusa High School	Requested: July 1, 2016, to June 30, 2020 Recommended: July 1, 2016, to June 30, 2020	May 10, 2016	32	Student population of 1,450 located in Colusa County	\$10,605
Fed-16-2016	Glenn County Office of Education for Various Schools	Requested: July 1, 2016, to June 30, 2020 Recommended: July 1, 2016, to June 30, 2020	May 18, 2016	32	Student population of 372 located in Glenn County	\$2,410
Fed-18-2016	Los Angeles Unified School District for CHAMPS Charter High School of the Arts	Requested: July 1, 2016, to June 30, 2020 Recommended: July 1, 2016, to June 30, 2020	May 31, 2016	11	Student population of 956 located in Los Angeles County	\$11,684
Fed-17-2016	Scott Valley Unified School District for Etna High School	Requested: July 1, 2016, to June 30, 2020 Recommended: July 1, 2016, to June 30, 2020	June 15, 2016	43	Student population of 665 located in Siskiyou County	\$6,366

Created by California Department of Education
July 13, 2016

California Department of Education
WAIVER SUBMISSION - Federal

CD Code: 0661598

Waiver Number: Fed-15-2016

Active Year: 2016

Date In: 5/13/2016 9:07:22 AM

Local Education Agency: Colusa Unified School District
Address: 745 10th St.
Colusa, CA 95932

Start: 7/1/2016

End: 6/30/2020

Waiver Renewal: Y

Previous Waiver Number: Fed-07-2012-W-02

Previous SBE Approval Date: 9/13/2012

Waiver Topic: Federal Program Waiver
Ed Code Title: Carl D. Perkins Voc and Tech Ed Act
Ed Code Section: PL 109-270 Section 131(c)(1)
Ed Code Authority: PL 109-270 Section 131(c)(2)

Ed Code or CCR to Waive: EC Section: PL 109-270 Section 131(c) (1)
EC Authority: PL 109-270 Section 131(c) (2)

Outcome Rationale: Colusa Unified School District falls below the minimum allocation of \$15,000. As a result, we are required to ask for a waiver, because we cannot help that our district is a small rural high school. We cannot grow any larger or gain more students to meet the minimum allocation because our community and population in our school district boundaries are not as high as urban or inner city school districts. The funding is necessary to provide adequate career technical education for our students so they may be a productive employee in our predominant ag industry within Colusa County and/or go on to further their education in the industry. There is a high need for skilled welders, mechanics, animal scientists and pest and crop advisers in our area.

Student Population: 368

City Type: Rural

NCES Code: 43

Local Board Approval Date: 5/10/2016

Submitted by: Ms. Rebecca Changus
Position: Assistant Principal
E-mail: rchangus@colusa.k12.ca.us
Telephone: 530-458-2156 x14505
Fax: 530-458-5783

California Department of Education
WAIVER SUBMISSION - Federal

CD Code: 1110116

Waiver Number: Fed-16-2016

Active Year: 2016

Date In: 5/23/2016 1:32:54 PM

Local Education Agency: Glenn County Office of Education
Address: 311 South Villa Ave.
Willows, CA 95988

Start: 7/1/2016

End: 6/30/2020

Waiver Renewal: N

Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Federal Program Waiver

Ed Code Title: Carl D. Perkins Voc and Tech Ed Act

Ed Code Section: PL 109-270 Section 131(c)(1)

Ed Code Authority: PL 109-270 Section 131(c)(2)

Ed Code or CCR to Waive: PL 109-270 Section 131(c)(1), PL 109-270 Section 131(c)(2)

Outcome Rationale: Glenn County Office of Education is seeking the federal grant for CTE, Carl D. Perkins for the implementation of CTE Courses available to students in Glenn County. We are seeking to: Implement, Improve, Enhance and or Expand CTE Opportunities to students included in the following schools within the Glenn County District: Success One Charter: Health Pathway 2016-17, Special Education Program: Hospitality Pathway 2017-18, William Finch Charter: Arts/Media Pathway 2017-18, Willowglen Court School: Hospitality Pathway 2017-18 and Youth Employment Services: Consumer Education Pathway 2017-18. By qualifying for and receiving Perkins Grant Funding and Waiver Approval; we can implement a more rigorous and relevant CTE Pathway for our students to complete and prepare them for the career and college readiness once they complete the pathway. Since this is a supplemental grant, local, state and other funds will continue to be used to support and sustain the CTE pathway(s) and the federal funds will only be used to supplement, not supplant the CTE Pathway. Glenn will provide a Coordinator for The Regional Perkins Meetings, CTE Meetings, and other required elements including Advisory Boards & Reporting for the above listed CTE Programs in Glenn County. The Perkins Grant was previously managed & distributed through a local consortium, which is no longer in effect, and has resulted in each LEA applying for a district waiver.

Student Population: 409

City Type: Rural

NCES Code: 32

Local Board Approval Date: 5/18/2016

Submitted by: Ms. Linda Riggle
Position: Career Technical Education Coordinator
E-mail: lriggle@glenncoe.org
Telephone: 530-934-6575 x3555
Fax: 530-934-6576

California Department of Education
WAIVER SUBMISSION - Federal

CD Code: 1964733

Waiver Number: Fed-18-2016

Active Year: 2016

Date In: 6/2/2016 5:11:24 PM

Local Education Agency: Los Angeles Unified School District
Address: 333 South Beaudry Ave.
Los Angeles, CA 90017

Start: 7/1/2016

End: 6/30/2020

Waiver Renewal: N

Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Federal Program Waiver
Ed Code Title: Carl D. Perkins Voc and Tech Ed Act
Ed Code Section: PL 109-270 Section 131(c)(1)
Ed Code Authority: PL 109-270 Section 131(c)(2)

Ed Code or CCR to Waive: PL 109-270 Section 131(c)(1), PL 109-270 Section 131(c)(2)

Outcome Rationale: CHAMPS Charter High School of the Arts is an independent charter affiliated with LAUSD. We are seeking the federal grant for CTE, Carl D. Perkins to support our CTE arts, media, and entertainment career pathway industry sector. By receiving this grant and waiver approval, we can implement a more rigorous and relevant CTE pathway for our students to complete and prepare them for the career and college readiness once they complete the pathway. Since this is a supplemental grant, district, local, state and other funds will only be used to supplement not supplant the CTE pathway. Onsite technical assistance, regional Perkins meetings, CTE meetings, and other professional development for CTE teachers will also be made available by our assigned CDE Perkins consultant for continued support.

Student Population: 800

City Type: Urban

NCES Code: 11

Local Board Approval Date: 5/31/2016

Submitted by: Mr. Chris Bright
Position: Executive Director
E-mail: cbright@champscharter.org
Telephone: 818-994-4744
Fax:

California Department of Education
WAIVER SUBMISSION - Federal

CD Code: 4776455

Waiver Number: Fed-17-2016

Active Year: 2016

Date In: 6/2/2016 3:03:54 PM

Local Education Agency: Scott Valley Unified School District
Address: 11918 Main St.
Fort Jones, CA 96032

Start: 7/1/2016

End: 6/30/2020

Waiver Renewal: N

Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Federal Program Waiver

Ed Code Title: Carl D. Perkins Voc and Tech Ed Act

Ed Code Section: PL 109-270 Section 131(c)(1)

Ed Code Authority: PL 109-270 Section 131(c)(2)

Ed Code or CCR to Waive: PL 109-270 Section 131(c)(1)

Outcome Rationale: Our district is not large enough to qualify for grant dollars. Our region is so sparsely populated that it is difficult to organize a consortium that will function effectively.

Student Population: 635

City Type: Rural

NCES Code: 23

Local Board Approval Date: 6/15/2016

Submitted by: Mr. Mark Evans

Position: Principal, Etna High School

E-mail: mevans@svusd.us

Telephone: 530-467-3244 x1502

Fax: 530-468-2729



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by three local educational agencies to waive <i>California Code of Regulations</i>, Title 5, Section 3043(d), which requires a minimum of 20 school days of four hours each for attendance for an extended school year (summer school) for special education students.</p> <p>Waiver Numbers:</p> <p>Mariposa County Office of Education 4-6-2016 Meadows Union Elementary School District 4-5-2016 Shasta Union High School District 5-6-2016</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

Three local educational agencies (LEAs) request to be allowed to provide instruction in fewer than the 20 school days required by law for extended school year (ESY). Each LEA proposes an alternate schedule that will allow them to provide the minimum number of hours required, but in fewer days.

Authority for Waiver: *Education Code (EC)* Section 33050

RECOMMENDATION

Approval Approval with conditions Denial

The California Department of Education recommends that the State Board of Education (SBE) approve the request from three LEAs to provide ESY services for fewer than 20 days with the condition that instructional hours are consistent with those provided to the general education enrollment at the same grade level unless their individualized education program (IEP) specifies otherwise. Also, special education and related services offered during the ESY period must be comparable in standards, scope, and quality to the special education program offered during the regular academic year as required by *California Code of Regulations*, Title 5, (5 CCR), Section 3043.

SUMMARY OF KEY ISSUES

The Mariposa School District proposes to provide ESY services utilizing a 16-day model of five hours of instruction per day. This proposal provides the same number of instructional hours equal to the traditional 20 school day ESY schedule. The longer

school day of ESY will better align with the regular school year, providing more consistency for the students served. Also, fewer ESY days will result in savings in transportation, utilities, janitorial, food service, administration, and clerical costs, and will match the summer operational calendar established at the District.

The Meadows Union Elementary School District proposes to provide ESY services utilizing a 15-day model with 305 minutes (five hours and eight minutes) of instruction per day, which will provide the same number of hours that would be provided in a 20 school day program with a holiday. Previous ESY attendance has been very poor after the July Fourth holiday. The three week schedule will give families the flexibility to spend more time together during the summer break without interrupting their student's educational program. The proposed schedule will provide continuity between ESY and the migrant education summer school program which will allow special education students to participate in their educational experience with their non-disabled peers. In addition, this schedule will help facilitate cost effective services between classrooms, and will reduce related costs for transportation, food services, administration, etc.

The Shasta Union High School District (SUHSD) proposes to provide ESY services utilizing a 15 day model of five and one-half hours of instruction per day. The SUHSD is located in Redding which experiences extreme heat during the summer months. Reducing the number of ESY days will limit the time that students are exposed to the heat. The proposed schedule will provide the same number of instructional hours as the traditional 20 school day ESY schedule.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in EC 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In the past, the SBE approved waivers to allow school districts to provide the required minimum amount of instruction in fewer days during the ESY for special education students.

Extended school year is the term for the education of special education students "between the close of one academic year and the beginning of the next," similar to a summer school. It must be provided for each individual with exceptional needs whose IEP requires it. LEAs may request a waiver to provide an ESY program for fewer days than the traditional model.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver approval.

ATTACHMENT(S)

- Attachment 1: Extended School Year Summary Table (2 pages)
- Attachment 2: Mariposa County Office of Education General Waiver Request 4-6-2016 (2 pages) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 3: Meadows Union Elementary School District General Waiver Request 4-5-2016 (2 pages) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 4: Shasta Union High School District General Waiver Request 5-6-2016 (2 pages) (Original waiver request is signed and on file in the Waiver Office.)

Extended School Year Summary Table

Waiver Number	District	Period of Request	Demographics	Local Board and Public Hearing Approval Date	Bargaining Unit, Representative Consulted, Date, and Position	Public Hearing Advertised	Advisory Committee or Site Council Consulted/ Date
4-6-2016	Mariposa County Office of Education	<p>Requested: June 1, 2016 to July 31, 2016</p> <p>Recommended: June 1, 2016 to July 31, 2016</p> <p>16 days at 5 hours/day</p> <p>80 hours total</p>	<p>Student population: 45 (District student population is 1,778)</p> <p>Area: Rural</p> <p>County: Mariposa</p>	4/21/2016	Mariposa County Teachers Association, Alex Keeton President 06/15/2016 Support	Notice posted at each school site and the local courthouse	<p>Schoolsite Council 3/18/2016</p> <p>No objection</p>
4-5-2016	Meadows Union Elementary School District	<p>Requested: June 13, 2016 to July 1, 2016</p> <p>Recommended: June 13, 2016 to July 1, 2016</p> <p>15 days at 305 minutes/day</p> <p>76.25 hours total</p>	<p>Student population: 485</p> <p>Area: Rural</p> <p>County: Imperial</p>	5/10/2016	Meadows Union Teachers Association, Denise Studer President 5/12/2016 Neutral	Notice posted on the school Web site and the local board agenda	<p>Schoolsite Council 5/3/2016</p> <p>No objection</p>

Waiver Number	District	Period of Request	Demographics	Local Board and Public Hearing Approval Date	Bargaining Unit, Representative Consulted, Date, and Position	Public Hearing Advertised	Advisory Committee or Site Council Consulted/ Date
5-6-2016	Shasta Union High School District	<p>Requested: June 8, 2016 to June 28, 2016</p> <p>Recommended: June 8, 2016 to June 28, 2016</p> <p>15 days at 5.5 hours/day</p> <p>82.5 hours total</p>	<p>Student population: 4,400</p> <p>Area: Rural</p> <p>County: Shasta</p>	3/8/2016	<p>Shasta Secondary Education Association, Gary Connolly President 4/11/2016 Support</p>	<p>Notice posted at the District office and at each school site</p>	<p>Shasta Union High School District Board of Trustees 3/8/2016</p> <p>No objection</p>

Created by the California Department of Education
July 6, 2016

California Department of Education
WAIVER SUBMISSION - General

CD Code: 2210223

Waiver Number: 4-6-2016

Active Year: 2016

Date In: 6/2/2016 4:12:13 PM

Local Education Agency: Mariposa County Office of Education
Address: 5082 Old Highway North
Mariposa, CA 95338

Start: 6/1/2016

End: 7/31/2016

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Extended School Year (Summer School)
Ed Code Section: CCR, Title 5, Section 3043(d)
Ed Code Authority: 33050

Ed Code or CCR to Waive: CCR, Title 5, Section 3043. Extended School Year. Extended School Year services shall be provided for each individual with exceptional needs who has unique needs and requires special education and related services in excess of the regular academic year. Such individuals shall have handicaps which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the pupil will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disabling condition. The lack of clear evidence of such factors may not be used to deny an individual an extended school year program if the IEP team determines the need for such a program and includes extended school year in the IEP pursuant to subdivision (e).

Outcome Rationale: Due to the current fiscal crisis in California, Mariposa county Office of Education proposes to provide Extended School Year (ESY) services to identified special education students utilizing a sixteen (16) day, five (5) hour of instruction model rather than the traditional model of twenty (20) day, four (4) hour of instruction. Students will receive the same instructional minutes. The longer school day of ESY will better align with the regular school year providing more consistency for the students served. Fewer ESY days will result in savings in transportation, utilities, janitorial, food service, administration, and clerical costs and match the summer operational calendar established at the district.

Student Population: 45

City Type: Rural

Public Hearing Date: 4/21/2016

Public Hearing Advertised: Notice was posted at each school site and the local courthouse

Local Board Approval Date: 4/21/2016

Community Council Reviewed By: School Site Council
Community Council Reviewed Date: 3/18/2016
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Marcia Miller
Position: Director, Special Services
E-mail: cridenhour@mairposa.k12.ca.us
Telephone: 209-742-0231
Fax: 209-742-0237

Bargaining Unit Date: 6/15/2016
Name: Mariposa County Teachers Association
Representative: Alex Keeton
Title: President
Position: Support
Comments: Teachers and students prefer it.

California Department of Education

WAIVER SUBMISSION - General

CD Code: 1363198

Waiver Number: 4-5-2016

Active Year: 2016

Date In: 5/11/2016 10:35:46 AM

Local Education Agency: Meadows Union Elementary School District
Address: 2059 Bowker Rd.
El Centro, CA 92243

Start: 6/13/2016

End: 7/1/2016

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Extended School Year (Summer School)
Ed Code Section: CCR, Title 5, Section 3043(d)
Ed Code Authority: 33050

Ed Code or CCR to Waive: Requested by Meadows Union School District to waive CCR Title 5, Section 3043(d) which requires a minimum of 20 days of school attendance (with varied minutes depending on grade level of students) for an extended school year for special education.

(d) [An extended year program shall be provided for a minimum of 20 instructional days, including holidays]

Outcome Rationale: Meadows Union School District requests to be allowed to provide instruction in fewer than the 20 days required by law for extended school year (ESY). The LEA requests an alternate schedule that will allow it to provide the minimum number of hours required, but in fewer days utilizing a 15-day model over a three-week period at 305 minutes per day (15 days X 305 hours per day = 4575 minutes), providing the same number of minimum hours as in a traditional 20-day model. The proposed model, which extends daily attendance time, results in sufficient time totals, but provides for a reduction in total days of attendance to 15 days, Monday through Friday, over a three-week period. The Meadows Union School District believes the proposed model will:

- * provide more continuity for delivery of instruction between migrant education and special education so that the extended year program for special education students may be modified to match that of the migrant education summer school program. This waiver would allow special education students to participate in their educational experience along with their non-disabled peers, allow students and families the flexibility to plan extended weekend breaks without interrupting the students' educational program.

- * facilitate cost effective services within classrooms and reduce related costs for transportation, electricity, custodial services, food services, administration, etc.

Student Population: 485
City Type: Rural

Public Hearing Date: 5/10/2016
Public Hearing Advertised: School website, Posted board agenda

Local Board Approval Date: 5/10/2016

Community Council Reviewed By: School Site Council
Community Council Reviewed Date: 5/3/2016
Community Council Objection: N
Community Council Objection Explanation:
Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Matt Phillips
Position: Superintendent
E-mail: matt.phillips@meadowsunion.org
Telephone: 760-356-7512 x2299
Fax:

Bargaining Unit Date: 5/12/16
Name: Meadows Union Teachers Association
Representative: Denise Studer
Title: President
Position: Neutral
Comments: None

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 4570136

Waiver Number: 5-6-2016

Active Year: 2016

Date In: 6/3/2016 9:02:44 AM

Local Education Agency: Shasta Union High School District
Address: 2200 Eureka Way, Ste. B
Redding, CA 96001

Start: 6/8/2016

End: 6/28/2016

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Extended School Year (Summer School)
Ed Code Section: CCR, Title 5, Section 3043(d)
Ed Code Authority: 33050

Ed Code or CCR to Waive: [3043(d) An extended year program shall be provided for a minimum of 20 instructional days, including holidays]

Outcome Rationale: Shasta Union High School District "SUHSD" is respectfully requesting to reduce the number of ESY days from 20 to 15. SUHSD is located in Redding which experiences extreme heat during the summer months. Reducing ESY limits the number of days students are exposed to this heat.

Proposed calendar and hours: June 8, 2016 - June 28, 2016 8 am - 1:30 pm

Student Population: 4400

City Type: Rural

Local Board Approval Date: 3/8/2016

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Timothy Calkins
Position: Director of Special Education
E-mail: tcalkins@suhsd.net
Telephone: 530-241-3261 x10540
Fax: 530-245-2631

Bargaining Unit Date: 04/11/2016
Name: Shasta Secondary Education Association
Representative: Gary Connolly
Title: President
Position: Support
Comments:



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Request by Cypress Elementary School District under the authority of California <i>Education Code</i> Section 56101 and <i>California Code of Regulations</i>, Title 5, Section 3100, to waive <i>Education Code</i> Section 56362(c). Approval of this waiver will allow the resource specialist to exceed the maximum caseload of 28 students by no more than four students (32 maximum).</p> <p>Waiver Number: 16-3-2016</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUE(S)

The local educational agency (LEA) requests to increase the caseload of resource specialists from the maximum allowed caseload of 28 students to 32 students.

Authority for Waiver: *Education Code (EC)* Section 56101

RECOMMENDATION

Approval Approval with conditions Denial

The California Department of Education (CDE) recommends approval with the following condition: The District must provide each resource specialist instructional aide time of at least five hours daily whenever the resource specialists' caseloads exceed the statutory maximum caseload of 28 students by no more than four students (32 maximum), during the waiver's effective period, per *California Code of Regulations*, Title 5 (5 CCR), Section 3100(d)(2).

SUMMARY OF KEY ISSUES

A resource specialist is a credentialed teacher who provides instruction and services to children with individualized education programs (IEP) that are with regular education teachers for the majority of the school day. Resource specialists coordinate special education services with general education programs for his or her students.

Before recommending approval, the CDE reviews the information provided in the waiver for compliance with 5 CCR, Section 3100, which includes the requirement that the waiver does not result in the same resource specialist having a caseload in excess of the statutory maximum for more than two years; that the waiver was agreed to by the

affected resource specialist and; that the bargaining unit, if any, participated in the development of the waiver. The existing complaint database is also examined for the district's caseload waiver history. The Special Education Division follows up on any allegations of noncompliance with 5 CCR, Section 3100.

The Cypress Elementary School District requests to increase the caseload of Lindsay Hansen, resource specialist teacher at Vessels Elementary School. The CDE recommends approval with conditions. There have been no prior documented complaints registered with the CDE related to this school district exceeding the maximum resource specialist program caseload of 28 students. The teacher agreed to the waiver, and will receive five and three-quarter hours of aide time per day during the period of the waiver.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

EC Section 56101 allows the State Board of Education (SBE) to waive any provision of *EC* or regulation if the waiver is necessary or beneficial when implementing a student IEP. Title 5 CCR specifically allows the SBE to approve waivers for resource specialists providing special education services to allow them to exceed the maximum caseload of 28 students by no more than four students. However, there are specific requirements in these regulations which must be met for approval, and if these requirements are not met, the waiver must be denied:

- (1) The requesting agency demonstrates to the satisfaction of the SBE: (a) that the excess resource specialist caseload results from extraordinary fiscal and/or programmatic conditions; and (b) that the extraordinary conditions have been resolved or will be resolved by the time the waiver expires.
- (2) The waiver stipulates that an affected resource specialist will have the assistance of an instructional aide at least five hours daily whenever that resource specialist's caseload exceeds the statutory maximum during the waiver's effective period.
- (3) The waiver confirms that the students served by an affected resource specialist will receive all of the services called for in their IEPs.
- (4) The waiver was agreed to by any affected resource specialist, and the bargaining unit, if any, to which the resource specialist belongs participated in the waiver's development.
- (5) The waiver demonstrates to the satisfaction of the SBE that the excess caseload can be reasonably managed by an affected resource specialist in particular relation to: (a) the resource specialist's pupil contact time and other assigned duties; and (b) the programmatic conditions faced by the resource specialist, including, but not limited to, student age level, age span, and the behavioral characteristics; number of curriculum levels taught at any one time or any given session; and intensity of student instructional needs.

The SBE receives several waivers of this type each year, and approximately 90 percent are approved. Due to the nature of this type of waiver, they are almost always retroactive.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver(s) approval.

ATTACHMENT(S)

Attachment 1: Resource Specialist Program Summary Table (1 Page)

Attachment 2: Cypress Elementary School District Specific Waiver Request 16-3-2016 (5 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Resource Specialist Program Summary Table

Waiver Number	School District, School	Name of Teachers, Agrees to Excess Caseload?	Over Statutory Caseload for More Than Two Years?	Current Aide Time, Aide Time With Approved Waiver	Demographics	Period of Request	Local Board Approval Date	Bargaining Unit, Representative, Consulted, Date, and Position
16-3-2016	Cypress Elementary School District, Vessels Elementary School	Lindsay Hansen Yes	No	Current: 3.75 hours per day If Approved: 5.75 hours per day	Student Population: 3,990 Area: Suburban County: Orange	Requested: April 29, 2015 to June 12, 2015 Recommended: April 29, 2015 to June 12, 2015 (The waiver was submitted late because of a processing error at the District.)	March 9, 2016	Association of Cypress Teachers, Maureen Clair President 4/29/2015 Neutral

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 3066480

Waiver Number: 16-3-2016

Active Year: 2016

Date In: 3/15/2016 12:42:49 PM

Local Education Agency: Cypress Elementary School District
Address: 9470 Moody St.
Cypress, CA 90630

Start: 4/29/2015

End: 6/12/2015

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362(c)
Ed Code Authority: 56101 and 5 CCR Section 3100

Ed Code or CCR to Waive: California *Education Code* Section 56362(c) Caseloads for resource specialists shall be stated in the local policies developed pursuant to Section 56195.8 and in accordance with regulations established by the board. [No resource specialist shall have a caseload which exceeds 28 pupils.]

Outcome Rationale: From April 29 through June 12, 2015, the Resource Specialist caseload at Vessels Elementary School exceeded the mandated minimum, going from 28 to 29 students. A Specific Waiver Request for Resource Specialist Caseload was completed by the Principal and Teacher and is herewith submitted to the California Department of Education for recording.

Student Population: 3990

City Type: Suburban

Local Board Approval Date: 3/9/2016

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Tracy Mouren-Laurens
Position: Administrative Director, Human Resources/Induction
E-mail: TMouren-Laurens@cypsd.org
Telephone: 714-220-6908
Fax: 714-220-6939

Bargaining Unit Date: 04/29/2015
Name: Association of Cypress Teachers
Representative: Maureen Clair
Title: President
Position: Neutral
Comments:

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: *Cypress School District*
2. Name of Resource Specialist*: *Lindsay Hansen*
3. School / District Assignment: *Resource Specialist*
4. Status: Permanent ____ Probation *X* Temporary ____
5. Number of students: 29 (Caseload) proposed number of students: 29
6. Full time Equivalent (FTE%): 100
7. Number of periods or hours taught by Resource Specialist: Periods ____ Hours: 7 hours (including lunch)
8. Average number of students per hour taught: 8
9. Indicate amount of Instructional Aide time: 5.75 (hours) to be provided to this resource specialist with this waiver.
Note: At least 5 hours of aide time is required when the caseload is over 28, per CCR, Title 5, Section 3100(d)(2).
10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per CCR, Title 5, Section 3100(d):

All students with IEPs will continue to receive services on their IEP provided by Resource Specialist in Cypress School District.
11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per CCR, Title 5, Section 3100(d):

Lindsay Hansen will be provided with 2 extra hours of support during the instructional day.
12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per CCR, Title 5, Section 3100(d)(1):

If waiver denied by CDE, Cypress School District will need to provide additional RSP services to ensure all IEPs services are met as written.

Administrator/Designee Name and Title: *Helen Lu, Principal*
Telephone number (and extension): *714-220-6990*
Date: *4-29-15*

*Resource Specialist as defined in EC Section 56362.5

California Department of Education
Revised 6-26-2014

**SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)**

Name: *Lindsay Hansen*
Assigned at: *Frank Vessels Elementary*

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?
- Yes No

If not, please state where you believe these facts or numbers differ:

Essential facts on Items 1-8 are true. However, the assurance written in Item 10 does not elaborate how compliance will be maintained. Discussion of circumstances relating to excess class size in Item 11 is not discussed, and "2 extra hours of support" is not elaborated upon in the way of specifying an instructional aide pursuant to CCR. Furthermore, in regards to the plan in Item 12, there is no specification as to how "Cypress School District will need to provide additional RSP services" will be rendered and with what kind of support.

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

I believe that I can reasonably fulfill my duty for a short period of time (until 14-15 academic year end) with additional instructional aide support. Providing additional instructional aide support would allow for me to make programmatic changes which will allow students to be grouped more appropriately by age in smaller sections. I believe that only under these circumstances that I will be able to fulfill my duty.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

I believe that I can reasonably fulfill my duty for a short period of time (until 14-15 academic year-end) with additional instructional aide support. My working day tends to exceed that of what is contractually obligated of me in order for me to manage contact time as well as my other assigned duties. My hope is that providing additional instructional aide support that some duties may be delegated. I believe that only under these circumstances that I will be able to fulfill my duty.

4. *EC Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per CCR, Title 5, Section 3100. Regulations allow your agency to request a waiver of the EC, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.*

California Department of Education
Revised 6-26-2014

Indicate your position regarding this waiver request by a check mark in one box:

- AGREE – to the increase in my student caseload from 28 students to not more than 32 students.
- DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rationale below:

5. Indicate a check mark in the appropriate box:

- I did not have a student caseload of more than 28 during the last school year.
- I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

- (a) Did you have an approved waiver for this caseload? Yes ___ No ___
- (b) Specify which months / weeks you were over caseload: From ___ to ___
- (c) Other pertinent information: _____

I have had a student caseload of **more than 28** for **more than two consecutive years**.

6. Instructional Aide time currently receiving: 3.75 hours (prior to increased caseload).

7. Any additional Aide time with this waiver? 5.75 total hours after increase.

LH I hereby certify that the information provided on this application is true and correct (please initial).

Date: 4-29-15

Telephone number (and extension): (714) 220-6990 x6119 (cell: 949-294-4677)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Requests by Poway Unified School District under the authority of California <i>Education Code</i> Section 56101 and <i>California Code of Regulations</i>, Title 5, Section 3100, to waive <i>Education Code</i> Section 56362(c). Approval of these waivers will allow the resource specialists to exceed the maximum caseload of 28 students by no more than four students (32 maximum).</p> <p>Waiver Numbers: 9-6-2016 10-6-2016</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUE(S)

The local educational agency (LEA) requests to increase the caseloads of resource specialists from the maximum allowed caseload of 28 students to 32 students.

Authority for Waiver: *Education Code (EC)* Section 56101

RECOMMENDATION

Approval Approval with conditions Denial

The California Department of Education (CDE) recommends approval with the following conditions: (1) The District must provide each resource specialist instructional aide time of at least five hours daily whenever the resource specialists' caseloads exceed the statutory maximum caseload of 28 students by no more than four students (32 maximum), during the waiver's effective period, per *California Code of Regulations* Title 5 (5 CCR), Section 3100(d)(2); (2) The District must submit to the Special Education Division (SED) of the CDE, documentation of the District's efforts to recruit and employ fully credentialed resource specialists for the 2016–17 school year.

SUMMARY OF KEY ISSUES

A resource specialist is a credentialed teacher who provides instruction and services to children with individualized education programs (IEP) that are with regular education teachers for the majority of the school day. Resource specialists coordinate special education services with general education programs for his or her students.

Before recommending approval, the CDE reviews the information provided in the waiver for compliance with 5 CCR, Section 3100, which includes the requirement that the waiver does not result in the same resource specialist having a caseload in excess of the statutory maximum for more than two years; that the waiver was agreed to by the affected resource specialist and; that the bargaining unit, if any, participated in the development of the waiver. The existing complaint database is also examined for the District's caseload waiver history. The SED follows up on any allegations of noncompliance with 5 CCR, Section 3100.

Poway Unified School District (PUSD) requests to increase the caseloads of Linda Ford, resource specialist teacher at Chaparral Elementary School (9-6-2016), and Anne Van Bebber, resource specialist teacher at Tierra Bonita Elementary School (10-6-2016).

The CDE recommends approval with conditions. There have been no prior documented complaints registered with the CDE related to PUSD exceeding the maximum resource specialist program (RSP) caseload of 28 students. The teachers agreed to the waivers, and will receive 30 hours per week of instructional aide time during the period of the waivers.

PUSD has previously requested five RSP waivers within the 2015–16 school year for various schools and teachers. In July 2016, the State Board of Education (SBE) included an additional waiver condition for the PUSD waivers requiring PUSD to provide the SED with documentation of their efforts to recruit and employ fully credentialed teachers for the 2016–17 school year. The CDE recommends the additional waiver condition for waivers 9-6-2016 and 10-6-2016.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

EC Section 56101 allows the SBE to waive any provision of *EC* or regulation if the waiver is necessary or beneficial when implementing a student IEP. Title 5 *CCR* specifically allows the SBE to approve waivers for resource specialists providing special education services to allow them to exceed the maximum caseload of 28 students by no more than four students. However, there are specific requirements in these regulations which must be met for approval, and if these requirements are not met, the waiver must be denied:

- (1) The requesting agency demonstrates to the satisfaction of the SBE: (a) that the excess resource specialist caseload results from extraordinary fiscal and/or programmatic conditions; and (b) that the extraordinary conditions have been resolved or will be resolved by the time the waiver expires.
- (2) The waiver stipulates that an affected resource specialist will have the assistance of an instructional aide at least five hours daily whenever that resource specialist's caseload exceeds the statutory maximum during the waiver's effective period.
- (3) The waiver confirms that the students served by an affected resource specialist will receive all of the services called for in their IEPs.

- (4) The waiver was agreed to by any affected resource specialist, and the bargaining unit, if any, to which the resource specialist belongs participated in the waiver's development.
- (5) The waiver demonstrates to the satisfaction of the SBE that the excess caseload can be reasonably managed by an affected resource specialist in particular relation to: (a) the resource specialist's pupil contact time and other assigned duties; and (b) the programmatic conditions faced by the resource specialist, including, but not limited to, student age level, age span, and the behavioral characteristics; number of curriculum levels taught at any one time or any given session; and intensity of student instructional needs.

The SBE receives several waivers of this type each year, and approximately 90 percent are approved. Due to the nature of this type of waiver, they are almost always retroactive.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver(s) approval.

ATTACHMENT(S)

Attachment 1: Resource Specialist Program Summary Table (1 Page)

Attachment 2: Poway Unified School District Specific Waiver Request 9-6-2016 (6 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: Poway Unified School District Specific Waiver Request 10-6-2016 (6 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Resource Specialist Program Summary Table

Waiver Number	School District, School	Name of Teachers, Agrees to Excess Caseload?	Over Statutory Caseload for More Than Two Years?	Current Aide Time, Aide Time With Approved Waiver	Demographics	Period of Request	Local Board Approval Date	Bargaining Unit, Representative, Consulted, Date, and Position
9-6-2016	Poway Unified School District, Chaparral Elementary School	Linda Ford Yes	No	Current: 25 hours per week If Approved: 30 hours per week	Student Population: 32 (District: 35,652) Area: Suburban County: San Diego	Requested: May 31, 2016 to June 9, 2016 Recommended: May 31, 2016 to June 9, 2016	May 31, 2016	Poway Federation of Teachers, Candy Smiley President 4/7/2016 Neutral
10-6-2016	Poway Unified School District, Tierra Bonita Elementary School	Anne Van Bebber Yes	No	Current: 25 hours per week If Approved: 30 hours per week	Student Population: 32 (District: 35,652) Area: Suburban County: San Diego	Requested: May 31, 2016 to June 9, 2016 Recommended: May 31, 2016 to June 9, 2016	May 31, 2016	Poway Federation of Teachers, Candy Smiley President 5/9/2016 Neutral

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 3768296

Waiver Number: 9-6-2016

Active Year: 2016

Date In: 6/9/2016 3:32:41 PM

Local Education Agency: Poway Unified School District
Address: 15250 Avenue of Science
San Diego, CA 92128

Start: 5/31/2016

End: 6/9/2016

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362(c)
Ed Code Authority: 56101 and 5 CCR Section 3100

Ed Code or CCR to Waive: The waiver request may be up to but no more than 4 students above the statutory caseload (32 students).

Outcome Rationale: This waiver will not hinder the implementation of student services as outlined in their individualized education plan. Many of the caseloads contain IEPs for student on "monitor only" which in our district means all services are being provided within the general education classrooms - their progress is monitored as part of the transition and eventual discharge from special education. In addition, the RSP will be receive additional instructional assistant support during the duration of this waiver.

Student Population: 32

City Type: Suburban

Local Board Approval Date: 5/31/2016

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Kathy Purcell
Position: Director of Special Education
E-mail: kpurcell@powayusd.com
Telephone: 858-521-2800 x2824
Fax: 858-485-1501

Bargaining Unit Date: 04/07/2016
Name: Poway Federation of Teachers
Representative: Candy Smiley
Title: President
Position: Neutral
Comments:

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: Poway Unified
2. Name of Resource Specialist*: Linda Ford
3. School / District Assignment: Chaparral Elementary School
4. Status: Permanent Probation Temporary
5. Number of students 32 (Caseload) proposed number of students
6. Full time Equivalent (FTE%): 1.0
7. Number of periods or hours taught by Resource Specialist: Periods Hours 5
8. Average number of students per hour taught: 6
9. Indicate amount of Instructional Aide time: 5 (hours) to be provided to this resource specialist with this waiver.
Note: At least 5 hours of aide time is required when the caseload is over 28, per CCR, Title 5, Section 3100(d)(2).
10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per CCR, Title 5, Section 3100(d):

This waiver will not hinder the implementation of student services as outlined in their individualized education plan. Many of the caseloads contain IEPs for students on "monitor only" which in our district means all services are provided within the general education classrooms – their progress is monitored as part of the transition and eventual discharge from special education. In addition, the RSP will receive additional instructional assistant support during the duration of this waiver.

11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per CCR, Title 5, Section 3100(d):

During the current year, budget reductions were necessary to balance the District's situation and increasing costs of staffing from the general fund was not an option

12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per CCR, Title 5, Section 3100(d)(1):

At expiration of this waiver, staffing readjustments will be placed for the onset of the 2016-2017 school year.

Administrator/Designee Name and Title: Kathy Purcell, Director of Special Education

Telephone number (and extension): (858) 521-2800 Ext. 2824

Date: April 25, 2016

California Department of Education
Revised 6-26-2014

**SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)**

Name: Linda Ford
Assigned at: Chaparral Elementary School

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?
 Yes No

If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

Yes. This waiver will not hinder the implementation of student services as outlined in their individualized education plan. I will be receiving additional instructional assistant support during the duration of this waiver.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

Yes. This waiver will not hinder the implementation of student services as outlined in their individualized education plan. I will be receiving additional instructional assistant support during the duration of this waiver.

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

Indicate your position regarding this waiver request by a check mark in one box:

AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rationale below:

California Department of Education
Revised 6-26-2014

5. Indicate a check mark in the appropriate box:

I did not have a student caseload of more than 28 during the last school year.

I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

(a) Did you have an approved waiver for this caseload? Yes ___ No ___

(b) Specify which months / weeks you were over caseload: From ___ to ___

(c) Other pertinent information: _____

I have had a student caseload of **more than 28** for **more than two consecutive years**.

6. Instructional Aide time currently receiving: 25 hours (prior to increased caseload).

7. Any additional Aide time with this waiver? 5 total hours after increase.

LF I hereby certify that the information provided on this application is true and correct (please initial).

Date: 4/26/16

Telephone number (and extension): 858-485-0042 x4120

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 3768296

Waiver Number: 10-6-2016

Active Year: 2016

Date In: 6/9/2016 3:39:01 PM

Local Education Agency: Poway Unified School District
Address: 15250 Avenue of Science
San Diego, CA 92128

Start: 5/31/2016

End: 6/9/2016

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362(c)
Ed Code Authority: 56101 and 5 CCR Section 3100

Ed Code or CCR to Waive: The waiver request may be up to but no more than 4 students above the statutory caseload (32 students).

Outcome Rationale: This waiver will not hinder the implementation of student services as outlined in their individualized education plan. Many of the caseloads contain IEPs for students on "monitor only" which in our district means all services are being provided within the general education classrooms - their progress is monitored as part of the transition and eventual discharge from special education. In addition, the RSP will be receiving additional instructional assistant support during the duration of this waiver.

Student Population: 32

City Type: Suburban

Local Board Approval Date: 5/31/2016

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Kathy Purcell
Position: Director of Special Education
E-mail: kpurcell@powayusd.com
Telephone: 858-521-2800 x2824
Fax: 858-485-1501

Bargaining Unit Date: 05/09/2016
Name: Poway Federation of Teachers
Representative: Candy Smiley
Title: President
Position: Neutral
Comments:

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: Poway Unified
2. Name of Resource Specialist*: Anne Van Bebber
3. School / District Assignment: Tierra Bonita Elementary School
4. Status: Permanent Probation Temporary
5. Number of students 29 (Caseload) proposed number of students 32
6. Full time Equivalent (FTE%): 1.0
7. Number of periods or hours taught by Resource Specialist: Periods Hours 6
8. Average number of students per hour taught: 6
9. Indicate amount of Instructional Aide time: 6 (hours) to be provided to this resource specialist with this waiver.
Note: At least 5 hours of aide time is required when the caseload is over 28, per CCR, Title 5, Section 3100(d)(2).
10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per CCR, Title 5, Section 3100(d):

This waiver will not hinder the implementation of student services as outlined in their individualized education plan. Many of the caseloads contain IEPs for students on "monitor only" which in our district means all services are provided within the general education classrooms – their progress is monitored as part of the transition and eventual discharge from special education. In addition, the RSP will receive additional instructional assistant support during the duration of this waiver.

11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per CCR, Title 5, Section 3100(d):

During the current year, budget reductions were necessary to balance the District's situation and increasing costs of staffing from the general fund was not an option.

12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per CCR, Title 5, Section 3100(d)(1):

At expiration of this waiver, staffing readjustments will be placed for the onset of the 2016-2017 school year.

Administrator/Designee Name and Title: Kathy Purcell, Director of Special Education

Telephone number (and extension): (858) 521-2800 Ext. 2824

Date: May 10, 2016

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)

Name: Anne Van Bebber
Assigned at: Tierra Bonita Elementary School

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?

Yes No

If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain:

Yes, I can ensure that my students are receiving services as outlined in their IEP's. I have been able to group them into appropriate groups utilizing my combined 5 hour instructional aides and myself.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain:

I am able to manage the excess caseload at this time. However, I do anticipate going over 32 students by the end of December.

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

Indicate your position regarding this waiver request by a check mark in one box:

AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rationale below:

California Department of Education
Revised 6-26-2014

5. Indicate a check mark in the appropriate box:

I did not have a student caseload of more than 28 during the last school year.

I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

(a) Did you have an approved waiver for this caseload? Yes ___ No ___

(b) Specify which months / weeks you were over caseload: From ___ to ___

(c) Other pertinent information: _____

I have had a student caseload of **more than 28** for **more than two consecutive years**.

6. Instructional Aide time currently receiving: 5 hours (prior to increased caseload).

7. Any additional Aide time with this waiver? 9 total hours after increase.

 AVB I hereby certify that the information provided on this application is true and correct (please initial).

Date: 5/9/2016

Telephone number (and extension): 748-8540 x2019



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Requests by Union Elementary School District, under the authority of California <i>Education Code</i> Section 56101 and <i>California Code of Regulations</i>, Title 5, Section 3100, to waive <i>Education Code</i> Section 56362(c). Approval of these waivers will allow the resource specialists to exceed the maximum caseload of 28 students by no more than four students (32 maximum).</p> <p>Waiver Numbers: 8-5-2016 9-5-2016</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUE(S)

The local educational agency requests to increase the caseload of resource specialists from the maximum allowed caseload of 28 students to 32 students.

Authority for Waiver: *Education Code (EC)* Section 56101

RECOMMENDATION

Approval **Approval with conditions** **Denial**

The California Department of Education (CDE) recommends approval with the following conditions: (1) The District must provide each resource specialist instructional aide time of at least five hours daily whenever the resource specialists' caseloads exceed the statutory maximum caseload of 28 students by no more than four students (32 maximum), during the waiver's effective period, per *California Code of Regulations* Title 5 (5 CCR), Section 3100(d)(2); (2) The District must submit to the Special Education Division (SED) of the CDE, documentation of the District's efforts to recruit and employ fully credentialed resource specialists for the 2016–17 school year.

SUMMARY OF KEY ISSUES

A resource specialist is a credentialed teacher who provides instruction and services to children with individualized education programs (IEP) that are with regular education teachers for the majority of the school day. Resource specialists coordinate special education services with general education programs for his or her students.

Before recommending approval, the CDE reviews the information provided in the waiver for compliance with 5 CCR, Section 3100, which includes the requirement that the waiver does not result in the same resource specialist having a caseload in excess of the statutory maximum for more than two years; that the waiver was agreed to by the affected resource specialist and; that the bargaining unit, if any, participated in the development of the waiver. The existing complaint database is also examined for the District's caseload waiver history. The SED follows up on any allegations of noncompliance with 5 CCR, Section 3100.

The Union Elementary School District (UESD) requests to increase the caseloads of Margot Reich, resource specialist at Carlton Elementary School (8-5-2016), and Sue Carroll, resource specialist at Guadalupe Elementary School (9-5-2016). This is the second school year the UESD has requested a resource specialist program (RSP) waiver for a teacher at the Carlton Elementary School. There have been no prior documented complaints registered with the CDE related to the UESD exceeding the maximum RSP caseload of 28 students. Both resource specialists were contacted by the CDE on May 27, 2016. They verified that they agreed to the additional caseloads, and are receiving 39 hours per week of instructional aide time.

The CDE recommends approval with conditions, which includes an additional waiver condition requiring the UESD to provide the SED with documentation of efforts to recruit and employ fully credentialed teachers for the 2016–17 school year.

The president of the Union District Educators Association was contacted by the CDE on May 26, 2016. She stated she opposes the waivers because they were brought to her without prior notification, and after the teacher had signed it. She disagrees with this sequence of events, and believes RSP teachers should not be taking on additional students. These concerns do not violate waiver regulations, however due to these concerns along with the multiple waiver requests for the Carlton Elementary School, CDE recommends the additional waiver condition.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

EC Section 56101 allows the State Board of Education (SBE) to waive any provision of *EC* or regulation if the waiver is necessary or beneficial when implementing a student IEP. Title 5 *CCR* specifically allows the SBE to approve waivers for resource specialists providing special education services to allow them to exceed the maximum caseload of 28 students by no more than four students. However, there are specific requirements in these regulations which must be met for approval, and if these requirements are not met, the waiver must be denied:

- (1) The requesting agency demonstrates to the satisfaction of the SBE: (a) that the excess resource specialist caseload results from extraordinary fiscal and/or programmatic conditions; and (b) that the extraordinary conditions have been resolved or will be resolved by the time the waiver expires.
- (2) The waiver stipulates that an affected resource specialist will have the assistance of an instructional aide at least five hours daily whenever that resource

specialist's caseload exceeds the statutory maximum during the waiver's effective period.

- (3) The waiver confirms that the students served by an affected resource specialist will receive all of the services called for in their IEPs.
- (4) The waiver was agreed to by any affected resource specialist, and the bargaining unit, if any, to which the resource specialist belongs participated in the waiver's development.
- (5) The waiver demonstrates to the satisfaction of the SBE that the excess caseload can be reasonably managed by an affected resource specialist in particular relation to: (a) the resource specialist's pupil contact time and other assigned duties; and (b) the programmatic conditions faced by the resource specialist, including, but not limited to, student age level, age span, and the behavioral characteristics; number of curriculum levels taught at any one time or any given session; and intensity of student instructional needs.

The SBE receives several waivers of this type each year, and approximately 90 percent are approved. Due to the nature of this type of waiver, they are almost always retroactive.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver(s) approval.

ATTACHMENT(S)

Attachment 1: Resource Specialist Program Summary Table (2 pages)

Attachment 2: Union Elementary School District Specific Waiver Request 8-5-2016 (5 pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: Union Elementary School District Specific Waiver Request 9-5-2016 (5 pages) (Original waiver request is signed and on file in the Waiver Office.)

Resource Specialist Program Summary Table

Waiver Number	School District, School	Name of Teachers, Agrees to Excess Caseload?	Over Statutory Caseload for More Than Two Years?	Current Aide Time, Aide Time With Approved Waiver	Demographics	Period of Request	Local Board Approval Date	Bargaining Unit, Representative, Consulted, Date, and Position
8-5-2016	Union Elementary School District, Carlton Elementary School	Margot Reich Yes	No	Current: 30 hours per week If Approved: 39 hours per week (7.8 hours per day)	Student Population: 5,764 Area: Urban County: Santa Clara	Requested: March 7, 2016 to June 9, 2016 Recommended: March 7, 2016 to June 9, 2016	May 9, 2016	Union District Educators Association, Sharon Victorine President 4/11/2016 Oppose The CDE contacted Sharon Victorine on May 26, 2016. She stated she opposes the waiver because it was brought to her without prior notification, and after the teacher had signed it. She disagrees with this sequence of events, and believes RSP teachers should not be taking on additional students.

Waiver Number	School District, School	Name of Teachers, Agrees to Excess Caseload?	Over Statutory Caseload for More Than Two Years?	Current Aide Time, Aide Time With Approved Waiver	Demographics	Period of Request	Local Board Approval Date	Bargaining Unit, Representative, Consulted, Date, and Position
9-5-2016	Union Elementary School District, Guadalupe Elementary School	Sue Carroll Yes	No	Current: 30 hours per week If Approved: 39 hours per week (7.8 hours per day)	Student Population: 5,764 Area: Urban County: Santa Clara	Requested: February 11, 2016 to June 9, 2016 Recommended: February 11, 2016 to June 9, 2016	May 9, 2016	Union District Educators Association, Sharon Victorine President 4/11/2016 Oppose The CDE contacted Sharon Victorine on May 26, 2016. She stated she opposes the waiver because it was brought to her without prior notification, and after the teacher had signed it. She disagrees with this sequence of events, and believes RSP teachers should not be taking on additional students.

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 4369708

Waiver Number: 8-5-2016

Active Year: 2016

Date In: 5/17/2016 8:21:34 AM

Local Education Agency: Union Elementary School District
Address: 5175 Union Ave.
San Jose, CA 95124

Start: 3/7/2016

End: 6/9/2016

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362(c)
Ed Code Authority: 56101 and 5 CCR Section 3100

Ed Code or CCR to Waive: 56362 (c) Caseloads for resource specialists shall be stated in the local policies developed pursuant to Section 56195.8 and in accordance with regulations established by the board. No resource specialist shall have a caseload which exceeds 28 pupils.

Outcome Rationale: As part of child find, students were assessed and made eligible for RSP services throughout the school year.

Student Population: 5764

City Type: Urban

Local Board Approval Date: 5/9/2016

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Linda Haines
Position: Director of Special Education
E-mail: hainesl@unionsd.org
Telephone: 408-377-8010 x44261
Fax: 408-377-8010

Bargaining Unit Date: 04/11/2016
Name: UDEA- Union District Educators Association
Representative: Sharon Victorine
Title: UDEA President
Position: Support
Comments:

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: **SELPA III – Union School District – Santa Clara County Office of Ed**
2. Name of Resource Specialist*: **Margot Reich**
3. School / District Assignment: **Noddin Elementary**
4. Status: Permanent **x** Probation _____ Temporary _____
5. Number of students **28** (Caseload) proposed number of students **32**
6. Full time Equivalent (FTE%): **1.0**
7. Number of periods or hours taught by Resource Specialist: Periods _____ Hours **6.5**
8. Average number of students per hour taught: **8**
9. Indicate amount of Instructional Aide time: **39 hours/week** (hours) to be provided to this resource specialist with this waiver.
Note: At least 5 hours of aide time is required when the caseload is over 28, per CCR, Title 5, Section 3100(d)(2).
10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per CCR, Title 5, Section 3100(d): **Service levels for RSP service on all IEPs will be delivered.**
11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per CCR, Title 5, Section 3100(d): **As part of Child Find, students were assessed and made eligible for RSP services throughout the school year.**
12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per CCR, Title 5, Section 3100(d)(1): **5th grade students with RSP service will matriculate to the middle school for the 15-16 school year.**

Administrator/Designee Name and Title: **Linda Haines, Special Ed Director**

Telephone number (and extension): **408-377-8010 ext 44261**

Date: **3/30/2016**

*Resource Specialist as defined in EC Section 56362.5

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)

Name: **Margot Reich**
Assigned at: **Carlton Elementary**

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?

Yes No

If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain: Yes, all students will receive services called for on their IEP.

Yes, because of the additional instructional aide time I believe I can manage the caseload.

3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain: Yes, I can reasonable manage the caseload.

Yes, I believe I can with the additional supports in place mentioned in above.

4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

Indicate your position regarding this waiver request by a check mark in one box:

AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rational below:

California Department of Education
Revised 6-26-2014

5. Indicate a check mark in the appropriate box:

I did not have a student caseload of more than 28 during the last school year.

I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

(a) Did you have an approved waiver for this caseload? Yes ___ No ___

(b) Specify which months / weeks you were over caseload: From ___ to ___

(c) Other pertinent information: _____

I have had a student caseload of **more than 28** for **more than two consecutive years**.

6. Instructional Aide time currently receiving: **30 hours/week** hours (prior to increased caseload).

7. Any additional Aide time with this waiver? **39 hours/week** total hours after increase.

MR I hereby certify that the information provided on this application is true and correct (please initial).

Date: **3/31/16**

Telephone number (and extension): **408-356-1141 ext 13108**

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 4369708

Waiver Number: 9-5-2016

Active Year: 2016

Date In: 5/17/2016 8:35:44 AM

Local Education Agency: Union Elementary School District
Address: 5175 Union Ave.
San Jose, CA 95124

Start: 2/11/2016

End: 6/9/2016

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Resource Teacher Caseload
Ed Code Section: 56362(c)
Ed Code Authority: 56101 and 5 CCR Section 3100

Ed Code or CCR to Waive: 56362 (c) Caseloads for resource specialists shall be stated in the local policies developed pursuant to Section 56195.8 and in accordance with regulations established by the board. No resource specialist shall have a caseload which exceeds 28 pupils.

Outcome Rationale: As part of child find, students were assessed and made eligible for RSP services throughout the school year.

Student Population: 5764

City Type: Urban

Local Board Approval Date: 5/9/2016

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Linda Haines
Position: Director of Special Education
E-mail: hainesl@unionsd.org
Telephone: 408-377-8010 x44261
Fax: 408-559-9357

Bargaining Unit Date: 04/11/2016
Name: UDEA- Union District Educators Association
Representative: Sharon Victorine
Title: UDEA President
Position: Support
Comments:

California Department of Education
Revised 6-26-2014

SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the ADMINISTRATOR

1. SELPA / District / COE Name: **SELPA III – Union School District – Santa Clara County Office of Ed**
2. Name of Resource Specialist*: **Sue Carroll**
3. School / District Assignment: **Guadalupe Elementary**
4. Status: Permanent x Probation Temporary
5. Number of students **28** (Caseload) proposed number of students **32**
6. Full time Equivalent (FTE%): **1.0**
7. Number of periods or hours taught by Resource Specialist: Periods Hours **6.5**
8. Average number of students per hour taught: **8**
9. Indicate amount of Instructional Aide time: **39 hours/week** (hours) to be provided to this resource specialist with this waiver.
Note: At least 5 hours of aide time is required when the caseload is over 28, per CCR, Title 5, Section 3100(d)(2).
10. Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per CCR, Title 5, Section 3100(d): **Service levels for RSP service on all IEPS will be delivered.**
11. Explain what extraordinary fiscal or program circumstances resulted in this request for excess caseload, per CCR, Title 5, Section 3100(d): **As part of Child Find, students were assessed and made eligible for RSP services throughout the school year.**
12. Indicate how your plan of action to resolve conditions by the time the waiver expires or is denied by the SBE, per CCR, Title 5, Section 3100(d)(1): **5th grade students with RSP service will matriculate to the middle school for the 15-16 school year and will add RSP staff as needed.**

Administrator/Designee Name and Title: **Linda Haines, Special Ed Director**

Telephone number (and extension): **408-377-8010 ext 44261**

Date: **3/28/2016**

California Department of Education
Revised 6-26-2014

**SPECIFIC WAIVER REQUEST FOR RESOURCE SPECIALIST CASELOAD
To be completed by the RESOURCE SPECIALIST (Teacher)**

Name: **Sue Carroll**
Assigned at: **Guadalupe Elementary**

1. Is the information in Items 1 – 12 on the attached SW _ RSC _ Administrator form an accurate reflection of your current assignments, personal data, FTE, your caseload, number of periods taught and average number of students?
 Yes No

If not, please state where you believe these facts or numbers differ:

2. Will all students served receive all of the services called for in their IEP's? Can you reasonably manage the excess caseload in relation to the programmatic condition you face, including, but not limited to, student age level, age span, and behavioral characteristics; number of curriculum levels taught at any one time or any given session, and intensity of student instructional needs. Please explain: Yes, all students will receive services called for on their IEP.
Yes, all of the students on my caseload will receive the services called for on their IEP.
3. Can you reasonably manage the excess caseload in relation to your student contact time, and other assigned duties? Please explain: Yes, I can reasonable manage the caseload.
Yes, I can reasonably manage the caseload.
4. *EC* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *CCR*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *EC*, providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

Indicate your position regarding this waiver request by a check mark in one box:

AGREE – to the increase in my student caseload from 28 students to not more than 32 students.

DISAGREE – to an increase in my student caseload over the 28 students. If disagreeing, provide rational below:

California Department of Education
Revised 6-26-2014

5. Indicate a check mark in the appropriate box:

I did not have a student caseload of more than 28 during the last school year.

I did have a student caseload of more than 28 during the last school year. If yes, please respond below:

(a) Did you have an approved waiver for this caseload? Yes ___ No ___

(b) Specify which months / weeks you were over caseload: From ___ to ___

(c) Other pertinent information: _____

I have had a student caseload of **more than 28** for **more than two consecutive years**.

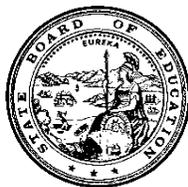
6. Instructional Aide time currently receiving: **30 hours/week** hours (prior to increased caseload).

7. Any additional Aide time with this waiver? **39 hours/week** total hours after increase.

SC I hereby certify that the information provided on this application is true and correct (please initial).

Date: **4/3/16**

Telephone number (and extension): **408-268-1030 ext 169**



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Mt. Baldy Joint Elementary School District to waive California <i>Education Code</i> Section 41402(a), the requirement which sets the ratio of administrators to teachers for elementary schools at nine for every 100 teachers.</p> <p>Waiver Number: 24-6-2016</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

The Mt. Baldy Joint Elementary School District (ESD) has recently hired a new principal that will start on August 1, 2016. The purpose of this waiver is to request an additional administrator position to allow the district to retain the current acting superintendent, on a temporary part-time basis, to train and mentor the principal. The Mt. Baldy Joint ESD plans to transition the newly hired principal into a permanent superintendent/principal role within the next two years. The district needs this waiver to accommodate the transition period and does not plan to have two full-time administrators on a permanent basis.

Authority for Waiver: *Education Code (EC)* Section 33050

RECOMMENDATION

Approval **Approval with conditions** **Denial**

The California Department of Education recommends the California State Board of Education (SBE) approve the request by the Mt. Baldy Joint ESD to waive the administrator to teacher ratio requirement pursuant to *EC* Section 41402(a) for two years less one day from August 1, 2016 through July 30, 2018.

SUMMARY OF KEY ISSUES

The Mt. Baldy Joint ESD is requesting a waiver of *EC* Section 41402(a), which establishes the maximum ratio of 9 administrative employees to 100 teachers in an elementary school district; however, *EC* Section 41402 does not apply to a school district that has one or fewer administrators. The Mt. Baldy Joint ESD currently has 7 teachers, which allows for one administrator. The Mt. Baldy Joint ESD would need to employ an additional 15.22 teachers to be in compliance with the maximum

administrator to teacher ratio for the 2016–17 and 2017–18 school year.

The Mt. Baldy Joint ESD is requesting to have an interim superintendent on a temporary part-time basis for the next two years for the purpose of working with, and mentoring, the newly hired principal. The goal is to transition the principal into a permanent position with a dual role as the superintendent and principal. Providing a transition period into a dual role will allow the principal to work with teachers to build a strong educational program while the interim superintendent works with the governing board to develop policies and procedures as well as oversee the general operations of the district.

Mt. Baldy Joint ESD has experienced significant recruitment and retention issues in the past years with the administrator position. In the 2015–16 school year, the district had three different administrators after the predecessor left the end of the 2014–15 school year. Due to the fact that student enrollment at Mt. Baldy Joint ESD is just over 100, the budget that the district and governing board has to work with limits the ability to bring in an administrator with the necessary administrative experience to serve as the superintendent and principal. Mt. Baldy Joint ESD needs an interim superintendent who can work alongside to coach and mentor the new principal to allow for a transition into a permanent dual role position over the two years.

To work within the confines of the Mt. Baldy Joint ESD's budget, the principal's salary will be approximately \$25,000 less than what was budgeted and approved by the governing board for the 2016–17 school year. The savings will be used to compensate on a temporary part-time basis, an interim superintendent to work with the principal and governing board. The Mt. Baldy Joint ESD would work within the original 2016–17 school year approved budget to support the salary of the principal as well as the expenses of an interim superintendent.

The Mt. Baldy Joint ESD does not plan to have two full-time paid administrators on a permanent basis. Approving this waiver will exempt the Mt. Baldy Joint ESD from any audit penalties imposed as a result of *EC* Section 41402 during the transition process.

The Strategic Planning Committee/Parent Advisory had no objections to and the Mt. Baldy Teachers Association supports this waiver request.

Demographic Information: Mt. Baldy Joint ESD has a student population of 103 students and is located in rural area of San Bernardino County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in *EC* 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved requests by the Banta ESD and the Upper Lake Union High School District to waive *EC* Section 41402 for the maximum administrator to teacher ratio in the last few years to address a projected influx of new students due to a new

housing development and additional administrative support needed in the interim process of a district unification.

While the conditions included in this waiver are not similar, they are reasonable in comparison to those previously approved to provide additional administrative support required on a temporary basis.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of this waiver approval. Approval of this waiver will prevent future audit penalties for the school district.

ATTACHMENT(S)

Attachment 1: Summary Table (1 page)

Attachment 2: Mt. Baldy Joint Elementary School District General Waiver Request 24-6-2016 (2 pages) (Original waiver request is signed and on file in the Waiver Office.)

Summary Table

California Education Code (EC) Section 41402

Waiver Number	District	Period of Request	Bargaining Unit, Representatives Consulted, Date, and Position	Public Hearing Approval	Local Board Approval	SSC/Advisory Committee Position
24-6-2016	Mt. Baldy Joint Elementary School District	Requested: August 1, 2016 to August 1, 2018 Recommended: August 1, 2016 to July 30, 2018	Mt. Baldy Teachers Association, Natalie Colombo, President June 6, 2016 Support	June 16, 2016	June 23, 2016	Strategic Planning Committee/Parent Advisory, June 8, 2016 No objections

Created by California Department of Education
 July 19, 2016

**California Department of Education
WAIVER SUBMISSION - General**

CD Code: 3667793

Waiver Number: 24-6-2016

Active Year: 2016

Date In: 6/27/2016 12:35:46 PM

Local Education Agency: Mt. Baldy Joint Elementary School District
Address: 1 Mt. Baldy Rd.
Mt. Baldy, CA 91759

Start: 8/1/2016

End: 8/1/2018

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Administrator/Teacher Ratio
Ed Code Title: Administrator/Teacher Ratio
Ed Code Section: 41402
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: The maximum ratios of administrative employees to each 100 teachers in the various types of school districts shall be as follows:

(a) In elementary school districts--9.

Outcome Rationale: The current administrative position at Mt. Baldy School is Superintendent/Principal. Although this school is a school with just over 100 students, as Superintendent, a good amount of time must be spent working with, as well as educating the Board of Education. This comes in addition to overseeing and managing the functions of Chief Business Officer, Human Resources Officer, and Educational Services Officer. Doing so, requires a high level of expertise as well as understanding, following, and adhering to all Federal and State guidelines.

Taking the time to ensure that all district level functions and guidelines are met as a Superintendent, takes away valuable time from the Principal's position of being the educational leader of the school to ensure that the learning needs of all students are being met and that teachers are growing professionally to best meet the learning needs of all students. This also takes away valuable time for a Principal to run the day-to-day operations of a school including, but not limited to such things as, overseeing and managing the LCAP process, student discipline/bus issues, interacting and working with parents, working with and evaluating teachers, piloting and selecting new State Standards/Common Core aligned instructional materials, sitting in on all IEP meetings, being out for recess and lunch duty, supervising before and after school bus duty, as well as a variety of other important daily needs of running a school in today's times.

Being able to split this position into a full time Principal, who is the educational leader and oversees the daily operations of the school along with a part time, or even a full time Superintendent, who works with the Board of Education to govern as well as develop policies

and procedures for the school to meet all State and Federal guidelines will help Mt. Baldy School best meet the learning needs of all students as well as being proactive to involve parents and community members in the education of their children.

Student Population: 103

City Type: Rural

Public Hearing Date: 6/16/2016

Public Hearing Advertised: Posted 72 hours in advance and E-mail

Local Board Approval Date: 6/23/2016

Community Council Reviewed By: Strategic Planning Committee/Parent Advisory Committee/Parent Teacher Council

Community Council Reviewed Date: 6/8/2016

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Mitch Hovey

Position: Acting Superintendent/Principal

E-mail: mitch_hovey@mtbaldy.k12.ca.us

Telephone: 909-985-0991

Fax: 909-982-8009

Bargaining Unit Date: 06/06/2016

Name: Mt. Baldy Teachers Association

Representative: Natalie Colombo

Title: President

Position: Support

Comments:



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by three local educational agencies to waive portions of <i>California Code of Regulations</i>, Title 5, Section 11963.6(c), relating to the submission and action on determination of funding requests regarding nonclassroom-based instruction.</p> <p>Waiver Numbers: Bass Lake Joint Union Elementary School District 25–3–2016 Penn Valley Union Elementary School District 7–5–2016 Turlock Unified School District 20–6–2016</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

Three local educational agencies (LEAs) are requesting, on behalf of their charter schools identified in Attachment 1, that the California State Board of Education (SBE) waive portions of *California Code of Regulations*, Title 5 (5 CCR), Section 11963.6(c), in order to allow the charter school to request a non-prospective nonclassroom-based funding determination for their respective funding period.

Each charter school identified in Attachment 1 submitted a determination of funding request after the required deadline, thereby making the request retroactive. If the waivers are approved by the SBE, the charter schools may then submit the retroactive funding determination requests for consideration by the Advisory Commission on Charter Schools (ACCS) and the SBE.

Authority for Waiver: *Education Code (EC)* Section 33050

RECOMMENDATION

Approval **Approval with conditions** **Denial**

The California Department of Education (CDE) recommends that the SBE approve the requests by the LEAs to waive specific portions of 5 CCR, Section 11963.6(c), in order to allow the specified charter schools to submit determination of funding requests for the

specified fiscal year. Approval of these waiver requests will also allow the SBE to consider the requests, which are retroactive. Without the waiver, the SBE may not consider the determination of funding request and the charter school's nonclassroom-based average daily attendance (ADA) may not be funded for the affected fiscal year.

SUMMARY OF KEY ISSUES

EC sections 47612.5 and 47634.2 established the eligibility requirements for apportionment funding for charter schools that offer nonclassroom-based instruction. The statutes specify that a charter school may receive apportionment funding for nonclassroom-based instruction only if a determination of funding is made by the SBE. The CDE reviews a charter school's determination of funding request and presents it for consideration to the ACCS, pursuant to relevant 5 *CCR*.

Pursuant to 5 *CCR*, Section 11963.6(c), any determination of funding request approved by the SBE for an existing nonclassroom-based charter school must be prospective (not for the current year) and in increments of a minimum of two years and a maximum of five years in length. In addition, the funding determination request must be submitted by February 1 of the fiscal year prior to the year the funding determination will be effective.

Each charter school identified in Attachment 1 submitted a determination of funding request after the required deadline, thereby making the request retroactive.

Demographic Information:

Bass Lake Joint Union Elementary School District is requesting a waiver for Yosemite-Wawona Elementary Charter (Charter #1610), which serves a student population of 5 and is located inside of Yosemite National Park.

Penn Valley Union Elementary School District is requesting a waiver for Vantage Point Charter (Charter #24), which serves a student population of 45 and is located in a rural area in Nevada County.

Turlock Unified School District is requesting a waiver for eCademy Charter at Crane (Charter #1309), which serves a student population of 137 and is located in a rural area in Stanislaus County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in *EC* Section 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved similar waiver requests regarding retroactive funding determination requests for charter schools that offer nonclassroom-based instruction.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver request will allow the SBE to consider the charter school's determination of funding request. Subsequent approval of the determination of funding request by the SBE will allow the charter school's nonclassroom-based ADA to be funded at the funding determination rate approved by the SBE for the specified fiscal year.

ATTACHMENT(S)

- Attachment 1: Local Educational Agencies Requesting Waiver of Nonclassroom-Based (NCB) Funding Determination Request Deadline (1 Page)
- Attachment 2: Bass Lake Joint Union Elementary School District General Waiver Request 25-3-2016 (3 Pages). (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 3: Penn Valley Union Elementary School District General Waiver Request 7-5-2016 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 4: Turlock Unified School District General Waiver Request 20-6-2016 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)

Nonclassroom-Based Funding Determination Deadline

Waiver Number	Local Educational Agency (Charter Authorizer)	Charter School (Charter Number / CDS Code)	First Year of Operation	NCB Funding Determination Period of Request	Public Hearing and Local Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
25-3-2016	Bass Lake Joint Union Elementary School District	Yosemite-Wawona Elementary Charter (1610 / 20-65185-0129015)	2014–15	Requested: August 18, 2014 to June 30, 2016 Recommended: August 18, 2014 to June 30, 2016	6/24/2016	Posted on Wawona News.com website and at the Wawona-Yosemite charter school site	Yosemite Wawona Governing Board 6/24/2016 No objections
7-5-2016	Penn Valley Union Elementary School District	Vantage Point Charter (24 / 29-76877-6111371)	1993–94	Requested: July 1, 2015 to June 30, 2017 Recommended: July 1, 2016 to June 30, 2017	5/12/2016	Posted on Wawona News.com website and at the Wawona-Yosemite charter school site	Yosemite Wawona Governing Board 3/9/2016 No objections
20-6-2016	Turlock Unified School District	eCademy Charter at Crane (1309 / 50-75739-0124669)	2011–12	Requested: July 1, 2016 to June 30, 2017 Recommended: July 1, 2016 to June 30, 2017	6/21/2016	Posted at all district school sites, the district office, and the district website	District School Board of Trustees 6/21/2016 No objections

California Department of Education
WAIVER SUBMISSION - General

CD Code: 2065185

Waiver Number: 25-3-2016

Active Year: 2016

Date In: 3/21/2016 3:23:20 PM

Local Education Agency: Bass Lake Joint Union Elementary School District
Address: 40096 Indian Springs Rd.
Oakhurst, CA 93644

Start: 8/18/2014

End: 6/30/2016

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Charter School Program
Ed Code Title: Nonclassroom-Based Funding
Ed Code Section: CCR Title 5 Section 11963.6(c)
Ed Code Authority: 33050

Ed Code or CCR to Waive: 5 CCR 11963.6(c), any determination of funding request approved by the State Board of Education for an existing nonclassroom-based charter school from the 2006-07 fiscal year forward shall be prospective (not for the current year), in increments of a minimum of two years and a maximum of five years in length. [Beginning with the 2007-08 fiscal year, nonclassroom-based charter schools that had a funding determination in the prior year must submit a funding determination request by February 1 of the fiscal year prior to the year the funding determination will be effective.]

Outcome Rationale: During the 2014-2015 school year YWECS had a total of 5 students. Yosemite-Wawona Elementary Charter School was unaware they needed a funding determination as this was the first year of operation as a public charter school. The pupil in question maintained 76% class based attendance. Funding lost for one out of the five students has a significant impact on the YWECS budget.

Yosemite-Wawona Elementary Charter School has since filed for the required non-classroom based funding for future years. As the school is in the first years of operation, YWECS also had to file for the mitigating circumstances as it did not meet the criteria for non-classroom based funding. YWECS currently does not have a flex program.

The mitigating circumstances were stated as follows:

Yosemite-Wawona Elementary Charter School lies inside Yosemite National Park. We are a rural, mountain school. Most of our students have parents that live and work inside Yosemite National Park. These parents provide emergency services for the National Park in law enforcement and firefighting as well as building and grounds. A majority of National Park Service personnel that reside inside Yosemite National Park are required housing occupants. Due to the nature of the jobs most of these parents do not have weekends or evenings off and summer vacations are very difficult to take as this is the peak season in Yosemite. Emergency

service details can be weeks long and we feel it is important to help accommodate those families who can benefit from a flex schedule. We also have several families who drive up from neighboring communities so their child can attend YWECS. In the winter, snow makes it difficult to get to Wawona. The road is a chain controlled, mountain road and is closed frequently. We do not offer public transportation and the nearest town is a 35 minute drive. Without this funding determination and flexibility our students and families have difficulties. We want to be able to offer the flex program to help relieve some of this strain on our National Park Service connected families and those that commute to our school. We want to offer more flexibility and options to the families that attend YWECS given our unique, rural location. This allows these families to provide a public education, instead of home schooling options, while being able to meet all of the educational needs of the students.

Although, YWECS is increasing registration, we rely heavily on the funding for each child to operate our school. We have been fortunate to have the supplemental one time funding from the Department of Interior but need the non-classroom based funding to continue to meet the educational needs of our students.

YWECS Charter Petition was set up to include a Flex Program for our students. Last year was the first year of operation and the school was unaware that YWECS had to file for a NBF determination. The school kept detailed records for the flex program students accounting for classroom as well as non- classroom instructional minutes. We required those in our flex program to meet every 20 days for instructional material and accountability.

On page 15-16 of YWECS Charter Petition we have established a Flex Program. It states:

The Flex Program will be a home-study option for students in grades kindergarten through eighth grade allowing families and their children more flexibility in their schooling options. The family and the charter teacher will work together to create a personalized learning plan that will be catered to meet the needs and interests of the individual student. Parents will have access to a credentialed supervising teacher who will assist in planning, implementing, assessing and adjusting the student's educational program. Parents and their students will meet with the supervising teacher at least once every 20 school days to turn in completed school work, record and establish learning objectives for the next learning period, provide any needed guidance and tutoring, and evaluate effectiveness and any needed supplementation or change to the student's program. Families will have access to all resource materials at the school. Flex Program students will also have the opportunity to join in on selective Core Program classes such as, but not limited to: instruction in mathematics, science, English Language Arts, social studies, art and field trips. Daily attendance will be recorded on an official attendance sheet by each parent for a set attendance period. Every Flex Program parent will sign-off on the attendance sheet for each day that instruction is given and will identify the subjects covered and/or taught. The parent will turn the attendance sheet in to the supervising teacher who will make a copy for the student's file and will then give the original to the school secretary for official reporting to the state.

Given YWECS unique and rural location our program would greatly benefit from being able to offer a Flex Program to our students. Due to the small student population every penny counts to provide a high quality education for the students.

Student Population: 5

City Type: Rural

Public Hearing Date: 6/24/2016

Public Hearing Advertised: Public hearing was posted on Wawona News.com Website, at the Wawona-Yosemite Charter School at 7925 Chilnualna Falls Road, Wawona, CA 95389

Local Board Approval Date: 6/24/2016

Community Council Reviewed By: The Yosemite Wawona Governing Board reviewed and approved this waiver.

Community Council Reviewed Date: 6/24/2016

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: Y

Categorical Program Monitoring: N

Submitted by: Ms. Esme McCarthy

Position: Teacher/Administrator

E-mail: admin@yosemitewawonacharter.org

Telephone: 209-375-6383

Fax:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 2976877

Waiver Number: 7-5-2016

Active Year: 2016

Date In: 5/16/2016 10:29:07 AM

Local Education Agency: Penn Valley Union Elementary School District
Address: 14806 Pleasant Valley Rd.
Penn Valley, CA 95946

Start: 7/1/2015

End: 6/30/2017

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Charter School Program
Ed Code Title: Nonclassroom-Based Funding
Ed Code Section: CCR Title 5 Section 11963.6(c)
Ed Code Authority: 33050

Ed Code or CCR to Waive: 5 CCR 11963.6(c), any determination of funding request approved by the State Board of Education for an existing nonclassroom-based charter school from the 2006-07 fiscal year forward shall be prospective (not for the current year), in increments of a minimum of two years and a maximum of five years in length. [Beginning with the 2007-08 fiscal year, nonclassroom-based charter schools that had a funding determination in the prior year must submit a funding determination request by February 1 of the fiscal year prior to the year the funding determination will be effective, when a new request is required under these regulations.

Outcome Rationale: Due to a change in key administrative positions at Penn Valley Union Elementary School District, which provides fiscal services to Vantage Point Charter School, the non-classroom based funding determination form was not submitted to the CDE by the due date of February 1, 2016. The district governance calendar for the business department has now been updated to include the deadline of this form.

Student Population: 45

City Type: Rural

Public Hearing Date: 5/12/2016

Public Hearing Advertised: Public hearing was posted on Wawona News.com Website, at the Wawona-Yosemite Charter School at 7925 Chilnualna Falls Road, Wawona, CA 95389

Local Board Approval Date: 5/12/2016

Community Council Reviewed By: The Yosemite Wawona Governing Board reviewed and approved this waiver.

Community Council Reviewed Date: 3/9/2016

Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: Y

Categorical Program Monitoring: N

Submitted by: Ms. Esme McCarthy
Position: Teacher/Administrator
E-mail: admin@yosemitewawonacharter.org
Telephone: 209-375-6383

WAIVER SUBMISSION - General

CD Code: 5075739

Waiver Number: 20-6-2016

Active Year: 2016

Date In: 6/22/2016 10:19:36 PM

Local Education Agency: Turlock Unified School District
Address: 1574 East Canal
Turlock, CA 95380

Start: 7/1/2016

End: 6/30/2017

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Charter School Program
Ed Code Title: Nonclassroom-Based Funding
Ed Code Section: CCR, Title 5, Section 11963.6(c)
Ed Code Authority: 33050

Ed Code or CCR to Waive: 5 CCR 11963.6(c), any determination of funding request approved by the State Board of Education for an existing nonclassroom-based charter school for the 2006-2007 fiscal year forward shall be prospective (not for the current year), in increments of a minimum of two years and a maximum of five years in length. Beginning with the 2007-08 fiscal year, nonclassroom -based charter school that had a funding determination in the prior year must submit a funding determination request by February 1 of the fiscal year prior to the year the funding determination will be effective, when a new request is required under these regulations.

Outcome Rationale: Staff involved in the eCademy Charter at Crane School 2016-17 through 2020-21 charter renewal process were unaware of the February 1, 2016 deadline to continue a nonclassroom-based funding determination. Upon recognition of this oversight, the District immediately contacted CDE on behalf of the charter and began the waiver submission process. The CDE Nonclassroom-Based Funding Determination Form will be filed following the waiver.

Student Population: 137

City Type: Rural

Public Hearing Date: 6/21/2016

Public Hearing Advertised: Posted at all District school sites, District Office, District website

Local Board Approval Date: 6/21/2016

Community Council Reviewed By: Board of Trustees
Community Council Reviewed Date: 6/21/2016
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Ronna Fraser
Position: Chief Financial Officer
E-mail: rfraser@turlock.k12.ca.us
Telephone: 209-667-0646 x2401
Fax:



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Perris Union High School District to waive portions of California <i>Education Code</i> Section 48661(a) to permit the collocation of Academy Community Day School on the same site as the Perris Educational Options Program, an alternative school of choice.</p> <p>Waiver Number: 1-6-2016</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

Request by Perris Union High School District (UHSD) for a waiver of portions of California *Education Code (EC)* Section 48661(a) to permit collocation of Perris Community Day School (CDS) serving students in grades seven through twelve on the same site as the Perris Educational Options Program, an alternative school of choice serving students in grades seven through twelve.

Authority for Waiver: *EC* Section 33050

RECOMMENDATION

Approval Approval with conditions Denial

The California Department of Education (CDE) recommends approval of the waiver request for this CDS, with the individual conditions and period of approval noted in Attachment 1 and below:

Conditions: This waiver provides for Perris CDS serving students in grades seven through twelve operated by the Perris UHSD, to be located on the same campus as the Perris Education Options Program, an alternative school of choice serving students in grades seven through twelve, on the basis of a two-thirds annual vote of the local governing board certifying that satisfactory alternative facilities are not available for a CDS, in accordance with *EC* Section 48661(b).

SUMMARY OF KEY ISSUES

EC Section 48916.1(a) requires school districts to ensure that each of their expelled students be provided an educational program during the period of expulsion. *EC* Section 48661(a) states that a CDS shall not be situated on the same site as a comprehensive elementary, middle, high school, continuation high school, or an

opportunity school. *EC* Section 48661(a) authorizes a small school district with 2,500 or fewer students to waive the separation requirement based on an annual certification by at least two-thirds of the local board that separate alternative facilities are not available. With this waiver, the governing board for the Perris UHSD is asking for similar authority as the board of a smaller district. Perris UHSD enrolls 10,744 total students. The local board voted unanimously to request the waivers.

A significant drop in Perris CDS enrollment and a need to better serve other students needing educational options placements and services led to the district's plan to open the Perris Educational Options Program, an alternative school of choice, on the same large site as the CDS.

Students and the grounds will be carefully monitored to prevent any negative interactions between students of the two schools. The buildings will be separated by fencing. Each school has its own restrooms. Students arrive and depart at separate places on campus with no crossing of paths at any time during the day. There will be a full-time principal on campus, two full-time counselors, and three full-time campus monitors to ensure a high level of safety and security.

The local school board voted unanimously to approve the waiver request. The Perris Secondary Educators Association President, Vickey Mueller, supports the waiver. The school site council representatives had no objections.

Demographic Information:

Perris UHSD has a student population of 10,744 and is located in a suburban area in Riverside County.

Because these are general waivers, if the State Board of Education (SBE) decides to deny the waiver, it must cite one of the seven reasons in *EC* 33051(a), at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved several previous waiver requests in the past to allow the collocation of a CDS with another school when the CDS could not be located separately and the district has been able to provide for the separation of students from the other schools.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver approval.

ATTACHMENT(S)

Attachment 1: Summary Table of Community Day School State Board of Education Waiver (1 page)

Attachment 2: Perris Union High School District General Waiver Request 1-6-2016
(2 pages) (Original Waiver request is signed and on file in the Waiver
Office.)

Summary Table of Community Day School State Board of Education Waiver

Waiver Number	District Name, Size of District, and Local Board Approval Date	Type(s) of School(s) with which CDS will be Collocated (if waiver of EC Section 48661[a])	Period of Request	Renewal Waiver?	If granted, this waiver will be "permanent" per EC Section 33501(b)	Certificated Bargaining Unit Name and Representative, Date of Action, and Position	Advisory Committee/Schoolsite Council Name, Date of Review and Any Objections
1-6-2016	<p>Perris Union High School District (UHSD)</p> <p>10,744 Total Students</p> <p>46 Students in Perris Community Day School (CDS)</p> <p>60 Students in Perris Educational Options Program</p> <p>May 18, 2016</p>	Alternative School of Choice	<p>Requested: August 10, 2016 through June 8, 2017</p> <p>Recommended: August 10, 2016 through June 8, 2017</p>	NO	NO	<p>Perris Secondary Educators Association Vickey Mueller, President April 20, 2016 Support</p>	<p>Schoolsite Council May 9, 2016 No Objections</p>
<p>Conditions: This waiver provides for Perris CDS serving students in grades seven through twelve operated by the Perris UHSD, to be located on the same campus as the Perris Educational Options Program, an alternative school of choice serving students in grades seven through twelve, on the basis of a two-thirds annual vote of the local governing board certifying that satisfactory alternative facilities are not available for a CDS, in accordance with EC Section 48661(b).</p>							

California Department of Education
WAIVER SUBMISSION - General

CD Code: 3367207

Waiver Number: 1-6-2016

Active Year: 2016

Date In: 6/2/2016 8:18:19 AM

Local Education Agency: Perris Union High School District
Address: 155 East Fourth St.
Perris, CA 92570

Start: 8/10/2016

End: 6/8/2017

Waiver Renewal: N

Previous Waiver Number: Previous SBE Approval Date:

Waiver Topic: Community Day Schools (CDS)
Ed Code Title: Colocate Facilities
Ed Code Section: 48661(a)
Ed Code Authority: 33050

Ed Code or CCR to Waive: 48661. (a) A community day school shall not be situated on the same site as an elementary, middle, junior high, comprehensive senior high, opportunity, or continuation school, except as follows:

(1) When the governing board of a school district [with 2,500 or fewer units of average daily attendance reported for the most recent second principal apportionment] certifies by a two-thirds vote of its membership that satisfactory alternative facilities are not available for a community day school.

Outcome Rationale: The district is currently preparing to open the Perris Educational Options Program on the school site where the current Perris Community Day School is located. The district is interested in maintaining the current Perris Community Day School so that the few students that are expelled, would not be forced to attend the county program that is a quite a distance away from where many of our students reside. If the waiver isn't issued, the district will continue to pursue the pathway to open the Perris Educational Options Program and will be forced the close the Perris Community Day School.

The PUHSD is requesting to maintain the Community Day School status to offer continued support to expelled students. The district would like to continue to offers the services and activities locally to support these students in an effort to support student engagement, increase the success rate, and decrease the number of dropouts that often exist with at-risk students.

Student Population: 46

City Type: Suburban

Public Hearing Date: 4/20/2016

Public Hearing Advertised: This information was posted on the board agenda 72 hours prior to the meeting.

Local Board Approval Date: 5/18/2016

Community Council Reviewed By: This waiver was discussed with the School Site Council

Community Council Reviewed Date: 5/9/2016

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Charles Newman

Position: Director of Pupil Services

E-mail: charles.newman@puhsd.org

Telephone: 951-830-8980

Fax: 951-943-6419

Bargaining Unit Date: 04/20/2016

Name: Perris Secondary Educators Association

Representative: Vickey Mueller

Title: President

Position: Support

Comments:



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by three school districts to waive <i>California Education Code</i> Section 37202(a), the equity length of time requirement for transitional kindergarten and kindergarten programs at the districts' elementary schools.</p> <p>Waiver Numbers: Alameda Unified School District 29-6-2016 Douglas City Elementary School District 12-5-2016 Fairfield-Suisun Unified School District 3-6-2016</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

Alameda Unified School District (AUSD), Douglas City Elementary School District (DCESD), and Fairfield-Suisun Unified School District (FSUSD) seek waivers of the *California Education Code (EC)* Section 37202(a), the equity length of time requirement for kindergarten and transitional kindergarten (TK).

Authority for Waiver: *Education Code (EC)* Section 33050

RECOMMENDATION

Approval Approval with conditions Denial

The California Department of Education recommends approval of the waivers with conditions. The AUSD, DCESD, and FSUSD will provide information to AUSD, DCESD, and FSUSD families by November 10, 2016, explaining the waiving of *EC* Section 37202(a), allowing TK students to attend school for fewer minutes than kindergarten students.

SUMMARY OF KEY ISSUES

The AUSD, DCESD, and FSUSD are requesting to waive *EC* Section 37202(a), the equity length of time requirement for kindergarten programs. Pursuant to *EC* Section 37202(a), any TK program operated by a district must be of equal length to any kindergarten program operated by the same district. The AUSD, DCESD, and FSUSD currently offer extended-day (full day) kindergarten programs which exceed the maximum four-hour school day (*EC* 46111 [a]). The AUSD, DCESD, and FSUSD are requesting flexibility in determining the length of their TK programs in order to provide a

modified instructional day, curricula, and developmentally appropriate instructional practices. The AUSD, DCESD, and FSUSD are concerned that holding TK students in excess of the four-hour minimum school day (pursuant to *EC 48911*) is not in the best educational interest of their TK students.

Demographic Information:

AUSD has a student population of 9,500, and is located in a suburban area in Alameda County.

DCESD has a student population of 184, and is located in a rural area in Trinity County.

FSUSD has a student population of 22,000, and is located in a suburban area in Solano County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in *EC 33051(a)*, available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education has approved with conditions all waiver requests to date by local educational agencies to waive *EC* Section 37202(a), the equity length of time requirement for kindergarten and TK.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver would have no known fiscal impact.

ATTACHMENT(S)

Attachment 1: Summary Table (2 pages).

Attachment 2: AUSD General Waiver Request 29-6-2016 (2 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: DCESD General Waiver Request 12-5-2016 (2 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 4: FSUSD General Waiver Request 3-6-2016 (2 pages). (Original waiver request is signed and on file in the Waiver Office.)

Information from Districts Requesting Waivers of Equity Length of Time for Transitional Kindergarten
California *Education Code* Section 37202(a)

Waiver Number	District	Period of Request	Bargaining Unit, Representatives Consulted, Date, and Position	Public Hearing and Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
29-6-2016	Alameda Unified School District	<p>Requested: July 1, 2016 to June 30, 2017</p> <p>Recommended: July 1, 2016 to June 30, 2017</p>	Alameda Education Association, Audrey Hyman President 5/13/2016 Support	<p>Public Hearing Date: June 14, 2016</p> <p>Board Approval Date: June 28, 2016</p>	The public hearing notice was posted on the district Web site and outside of the district office.	<p>District Advisory Committee</p> <p>May 19, 2016</p> <p>No Objection</p>
12-5-2016	Douglas City Elementary School District	<p>Requested: July 1, 2016 to June 30, 2018</p> <p>Recommended: July 1, 2016 to June 28, 2018</p>	No bargaining unit	April 13, 2016	The public hearing notice was posted at the school and at three public places in the community.	<p>Schoolsite Council, Parent Advisory Group</p> <p>May 12, 2016</p> <p>No Objection</p>

Waiver Number	District	Period of Request	Bargaining Unit, Representatives Consulted, Date, and Position	Public Hearing and Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
3-6-2016	Fairfield-Suisun Unified School District	<p>Requested: August 1, 2013 to June 30, 2017</p> <p>Recommended: August 1, 2015 to June 30, 2017</p>	<p>Fairfield-Suisun Unified Teachers Association, Laurel Salerno-White President 6/01/2016 Support</p>	May 12, 2016	The public hearing notice was posted at the public hearing meeting site and on the district Web site.	<p>District Restructuring Committee</p> <p>May 4, 2016</p> <p>No Objection</p>

California Department of Education
WAIVER SUBMISSION - General

CD Code: 0161119

Waiver Number: 29-6-2016

Active Year: 2016

Date In: 6/29/2016 11:15:32 AM

Local Education Agency: Alameda Unified School District
Address: 2060 Challenger Dr
Alameda, CA 94501

Start: 7/1/2016

End: 6/30/2017

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Equity Length of Time
Ed Code Title: Equity Length of Time
Ed Code Section: 37202
Ed Code Authority: 33050

Ed Code or CCR to Waive: (a) Except if a school has been closed by order of a city or a county board of health, or of the State Board of Health, on account of contagious disease, or if the school has been closed on account of fire, flood, or other public disaster, the governing board of a school district shall maintain all of the [elementary day schools established by it for an equal length of time during the school year] and all of the day high schools established by it for an equal length of time during the school year.

Outcome Rationale: Alameda Unified School District currently maintains 6 total Transitional Kindergarten (TK) classrooms. In 2016-17 the school district will be implementing Full-day Kindergarten at all 10 elementary schools. Under this waiver AUSD would maintain the current TK schedule while all K classrooms transition to a full-day schedule.

Student Population: 9500

City Type: Small

Public Hearing Date: 6/14/2016

Public Hearing Advertised: The public hearing notice was posted on the district website and publicly outside the district office.

Local Board Approval Date: 6/28/2016

Community Council Reviewed By: District Advisory Committee

Community Council Reviewed Date: 5/19/2016

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Sean McPhetridge
Position: Superintendent
E-mail: smcphetridge@alameda.k12.ca.us
Telephone: 510-337-7060
Fax:

Bargaining Unit Date: 05/13/2016
Name: Alameda Education Association
Representative: Audrey Hyman
Title: President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 5371696

Waiver Number: 12-5-2016

Active Year: 2016

Date In: 5/18/2016 3:47:19 PM

Local Education Agency: Douglas City Elementary School District
Address: 100 School Rd.
Douglas City, CA 96024

Start: 7/1/2016

End: 6/30/2018

Waiver Renewal: Y

Previous Waiver Number: 4-8-2014-W-07

Previous SBE Approval Date: 11/21/2014

Waiver Topic: Equity Length of Time
Ed Code Title: Equity Length of Time
Ed Code Section: 37202
Ed Code Authority: 33050(a)

Ed Code or CCR to Waive: Except if a school has been closed by order of a city or a county board of health, or of the State Board of Health, on account of contagious disease, or if the school has been closed on account of fire, flood, or other public disaster, the governing board of a school district shall maintain all of the elementary day schools established by it for an equal length of time during the school year and all of the day high schools established by it for an equal length of time during the school year.

Outcome Rationale: The District would like to continue the request to change the transitional kindergarten (TK) day from being the same length as our regular kindergarten day. We are a small rural school district with one school grades K-8 with 184 students. There will just be 6 students in the TK program. Our kindergarten class has an extended day from 8:35a.m.- 2:35p.m. while TK students came last year from 8:35a.m. to 12:35 p.m. This was a very successful schedule for both the TK students and the kindergarten students. An instructional aide is available in the morning but not the afternoon and this allows for assistance to the TK students to better meet their unique developmental needs.

Student Population: 184

City Type: Rural

Public Hearing Date: 4/13/2016

Public Hearing Advertised: The public hearing was posted at the school and at three public places in the community.

Local Board Approval Date: 4/13/2016

Community Council Reviewed By: School Site Council, Parent Advisory Group

Community Council Reviewed Date: 5/12/2016

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Shannon Ross
Position: Superintendent/Principal
E-mail: sross@tcoek12.org
Telephone: 530-623-6350
Fax: 530-623-3412

California Department of Education
WAIVER SUBMISSION - General

CD Code: 4870540

Waiver Number: 3-6-2016

Active Year: 2016

Date In: 6/2/2016 11:19:15 AM

Local Education Agency: Fairfield-Suisun Unified School District
Address: 2490 Hilborn Rd.
Fairfield, CA 94534

Start: 8/1/2013

End: 6/30/2017

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Equity Length of Time
Ed Code Title: Equity Length of Time
Ed Code Section: 37202
Ed Code Authority: 33050

Ed Code or *CCR* to Waive: (a) Except if a school has been closed by order of a city or a county board of health, or of the State Board of Health, on account of contagious disease, or if the school has been closed on account of fire, flood, or other public disaster, the governing board of a school district shall maintain all of the [elementary day schools established by it for an equal length of time during the school year] and all of the day high schools established by it for an equal length of time during the school year. (b) Notwithstanding subdivision (a), a school district that is implementing an early primary program, pursuant to Chapter 8 (commencing with Section 8970) of Part 6, may maintain kindergarten classes at different school sites within the district for different lengths of time during the school day.

Outcome Rationale: Fairfield-Suisun Unified School District (FSUSD) is requesting that as part of its early primary program, it may maintain Kindergarten and Transitional Kindergarten (TK) classes at the same school site within the District for varying lengths of time. FSUSD was unaware of the requirement for a waiver to provide programs of differing lengths and is requesting a waiver for past years - 2013-14, 2014-15, and 2015-16 - as well as future years.

The District's Transitional Kindergarten classes are and have been 200 minutes per instructional day for the 180 days of the school year. Individual school sites may, with the agreement of impacted staff, apply to offer an extended day Kindergarten program through a process designated in the Collective Bargaining Agreement. The length of the extended day and the number of school days on the extended day schedule varies based upon the proposal for each site.

FSUSD requests a waiver be granted to allow for school sites to continue to determine the need and desire to offer extended day Kindergarten programs while maintaining Transitional Kindergarten classes of 200 minutes.

Student Population: 22000

City Type: Suburban

Public Hearing Date: 5/12/2016

Public Hearing Advertised: Advertised posting at meeting site and website

Local Board Approval Date: 5/12/2016

Community Council Reviewed By: District Restructuring Committee

Community Council Reviewed Date: 5/4/2016

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Roxane Jablonski-Liu

Position: Director, Elementary Education

E-mail: marbeyar@fsusd.org

Telephone: 707-399-5053

Fax: 707-399-5152

Bargaining Unit Date: 06/01/2016

Name: Fairfield-Suisun Unified Teachers Association

Representative: Laurel Salerno-White

Title: President

Position: Support

Comments:



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Request by Gilroy Unified School District under the authority of the California <i>Education Code</i> Section 46206(a), to waive <i>Education Code</i> Section 46201(b), the audit penalty for offering less instructional time in the 2015–16 fiscal year for students in grades four and five (shortfall of 695 minutes) at Rucker Elementary School.</p> <p>Waiver Number: 23-6-2016</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUE(S)

The Gilroy Unified School District (GUSD) is requesting that the California State Board of Education (SBE) waive the instructional time requirement audit penalty for GUSD. GUSD was short instructional minutes for the 2015–16 school year. Per *Education Code (EC)* Section 46206(a), the SBE may waive the fiscal penalties set forth in this article for a school district or county office of education that fails to maintain the prescribed minimum length of instruction, upon the condition that the school or schools in which the minutes were lost maintain minutes of instruction equal to those lost, in addition to the minimum amount required, for twice the number of years that it failed to maintain the required minimum length of time.

Authority for Waiver: *EC* Section 46206(a)

RECOMMENDATION

Approval **Approval with conditions** **Denial**

The California Department of Education (CDE) recommends that the SBE approve this waiver on the condition that the GUSD maintains increased instructional minutes at Rucker Elementary School for grades four and five of at least the amount required by law plus 695 minutes for grades four and five in fiscal years 2016–17 and 2017–18. As an additional condition of the waiver approval, the district must report the annual instructional minutes offered by the district in grades four and five in its annual audit report.

SUMMARY OF KEY ISSUES

During an audit of instructional minutes for 2015–16 it was discovered that the GUSD failed to offer the required number of minutes for grades four and five at Rucker Elementary School.

The GUSD would like to use school years 2016–17 and 2017–18 to make up the shortfall of instructional minutes at Rucker Elementary School. The minimum number of required annual instructional minutes for grades four and five in 2016–17 and 2017–18 is 54,000.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved similar requests with conditions. *EC* Section 42606 authorizes waivers to be granted for fiscal penalties due to a shortfall in instructional time. A waiver may be granted upon the condition that the school or schools, in which the minutes were lost, maintain minutes of instruction equal to those lost, in addition to the minimum amount required for twice the number of years that it failed to maintain the required minimum length of time.

Demographic Information: GUSD has a student population of 11,400 and is located in a suburban area in Santa Clara County.

FISCAL ANALYSIS (AS APPROPRIATE)

The 2015–16 penalty amount of \$146,968.00 is calculated as follows (some differences due to rounding):

1,659.55 Average Daily Attendance (ADA) for all students in grades four and five multiplied by \$6,865.02 (transition rate) is equal to \$11,392,844.

A shortfall of 695 instructional minutes divided by the 54,000 minute requirement is equal to 1.29 percent of minutes not offered.

\$11,392,844 multiplied by the percentage of minutes not offered is equal to \$146,968.00.

ATTACHMENT(S)

Attachment 1: Summary Table (1 page)

Attachment 2: Gilroy Unified School District Specific Waiver Request 23-6-2016 (2 pages). (Original waiver request is signed and on file in the Waiver Office.)

Summary Table

Waiver Number	District	Period of Request	District's Request	CDE Recommendation	Bargaining Unit Representatives Consulted Date, and Position	Local Board and Public Hearing Approval Date	Potential Annual Penalty Without Waiver
23-6-2016	Gilroy Unified School District	<p>Requested: 8/1/2016 to 6/30/2018</p> <p>Recommended: 8/1/2016 to 6/30/2018</p>	District requests waiving <i>Education Code (EC)</i> Section 46201(a) to avoid the audit penalty in exchange for offering increased instructional minutes in 2016–17 and 2017–18, consistent with <i>EC</i> Section 46206.	<p>Approval of waiver, consistent with <i>EC</i> Section 46206 with the following conditions:</p> <p>District: (1) maintains increased instructional minutes for grades four and five of at least the amount required by law plus 695 minutes, for a period of two years beginning in 2016–17 through 2017–18, and (2) reports the annual instructional minutes offered in grades four and five in its annual audit report.</p>	Gilroy Teacher Association, Vicent Oberst President 06/07/2016 Support	6/16/2016	\$146,968.00

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 4369484

Waiver Number: 23-6-2016

Active Year: 2016

Date In: 6/27/2016 11:13:30 AM

Local Education Agency: Gilroy Unified School District
Address: 7810 Arroyo Cir.
Gilroy, CA 95020

Start: 8/1/2016

End: 6/30/2018

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Instructional Time Requirement Audit Penalty
Ed Code Title: Below 1982-83 Base Minimum Minutes
Ed Code Section: 46202(b)
Ed Code Authority: 46206(a)

Ed Code or *CCR* to Waive: (b) (1) If any of the amounts of instructional time specified in paragraph (3) of subdivision (a) is a lesser number of minutes for that grade level than actually provided by the district in the same grade in the 1982-83 fiscal year, the 1982-83 fiscal year number of minutes for that grade level, adjusted to comply with Section 46111, shall instead be the requirement for the purposes of paragraphs (1), (2), and (3) of subdivision (a). Commencing with the 1990-91 fiscal year, and each fiscal year through the 1995-96 fiscal year, any school district subject to this subdivision that does not maintain the number of instructional minutes for a particular grade level that the school district maintained for the 1982-83 fiscal year, adjusted to comply with Section 46111, shall not be subject to paragraphs (1) to (3), inclusive, of subdivision (c) if that school district maintains at least the minimum number of instructional minutes to reach grade level set forth in paragraph (3) of subdivision (a) in the 1990-91 fiscal year and each fiscal year through the 1994-95 fiscal year or the 1995-96 fiscal year for districts whose instructional minutes were adjusted to comply with Section 46111, and thereafter returns to the number of instructional minutes maintained for each grade level in the 1982-83 fiscal year. (2) The Legislature finds and declares that the school districts to which paragraph (1) is applicable have not offered any less instructional time than is required of all other school districts and therefore should not be forced to pay any penalty.

Outcome Rationale: During an audit of instructional minutes for 2015-16 it was discovered that the GUSD failed to offer the required number of minutes for grades four and five at one elementary school within the district.

The GUSD is using school years 2016-17 and 2017-18 to make up the shortfall of instructional minutes in the one affected district school. GUSD 2015-16 audit report indicated the district offered 53,305 minutes for grades four and five during the 2015-16 school year at one school. The minimum number of required annual instructional minutes for grades four and five is 54,000 in 2015-16.

Student Population: 11400
City Type: Small

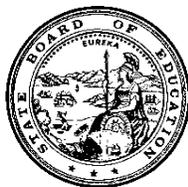
Local Board Approval Date: 6/16/2016

Audit Penalty YN: Y

Categorical Program Monitoring: N

Submitted by: Ms. Kathleen Biermann
Position: Director of Curriculum
E-mail: kathleen.biermann@gilroyunified.org
Telephone: 408-848-7170
Fax:

Bargaining Unit Date: 06/07/2016
Name: Gilroy Teacher Association
Representative: Vicent Oberst
Title: President
Position: Support
Comments:



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by two school districts to waive a portion of California <i>Education Code</i> Section 35330(b)(3), to authorize expenditures of school district funds for students to travel out-of-state.</p> <p>Waiver Numbers: Fairfield-Suisun Unified School District 15-5-2016 Siskiyou Union High School District 32-6-2016</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

Fairfield-Suisun Unified School District (FSUSD) requests a waiver of California *Education Code (EC)* Section 35330(b)(3), to authorize expenditures of school district funds for its students who traveled out-of-state to Kentucky, as part of each school's STEM Robotics program.

Siskiyou Union High School District (SUHSD) requests a waiver of California *EC* Section 35330(b)(3), to allow its students to travel to Oregon and Nevada to attend economically prudent curricular and extracurricular trips/events and competitions.

The California Department of Education (CDE) recommends that the California State Board of Education (SBE) approve these waiver requests.

Authority for Waiver: *EC* Section 33050

RECOMMENDATION

Approval **Approval with conditions** **Denial**

The CDE recommends approval to waive a portion of *EC* Section 35330(b)(3), for the period shown on Attachment 1, to authorize expenditures of school district funds for FSUSD students who traveled out-of-state to Kentucky, as part of each school's STEM Robotics program.

The CDE recommends approval to waive a portion of *EC* Section 35330(b)(3), for the period shown on Attachment 1, to authorize expenditures of school district funds for SUHSD students to travel to Oregon and Nevada to attend economically prudent curricular and extracurricular trips/events and competitions.

EC Section 33051(b) will only apply to SUHSD, and the SUHSD is not required to reapply annually if the information contained on the request remains current. FSUSD's

waiver only applies to the April 2016 trip to Kentucky.

SUMMARY OF KEY ISSUES

EC Section 35330(b)(3) states, "...no expenses of pupils participating in a field trip or excursion to other state, the District of Columbia, or a foreign country authorized by this section shall be paid with school district funds."

The FSUSD requests a waiver of *EC* Section 35330(b)(3). In February 2016, students from Grange Middle School and Armijo High School earned the right to represent California at the VEX Worlds Competition that took place on April 18, 2016 through April 24, 2016 in Kentucky.

This trip provided students with an experience of 21st Century Skill application and culture, in a way that would not be available to them otherwise. The competition impacted student achievement as the students were applying skills such as creativity, communication, and collaboration, as well as advanced STEM concepts. VEX Worlds 2016 was the world's largest robotics competition with over 16,000 participants from 37 nations.

The SUHSD requests a waiver of *EC* Section 35330(b)(3). The SUHSD is located in the far northern part of California, approximately 60 miles from the Oregon border, and is a geographically rural and isolated area.

The SUHSD would like to go on field trips to Ashland, Oregon, which is the closest city to the district. Field trips to Ashland would allow students the opportunity to visit a science center and attend the Shakespeare Festival. The SUHSD would also like to take their students in their career pathways welding classes to equipment manufacturing companies in Nevada.

The availability of events nearby in California is limited and there are opportunities in Oregon and Nevada for the students that are not available in the district's area. Events, trips, meets, and competitions in California (in all curricular and extracurricular areas) are much further away and cost prohibitive.

Based on the reasons provided by the FSUSD for traveling to Kentucky, the CDE recommends approval of this waiver to authorize expenditures of school district funds for FSUSD students who traveled out-of-state to Kentucky in April 2016.

Based on the reasons provided by the SUHSD for traveling to Oregon and Nevada, the CDE recommends approval of this waiver request to attend economically prudent curricular and extracurricular trips/events in Oregon and Nevada.

Demographic Information: The FSUSD has a student population of 21,554 and is located in a suburban city of Fairfield in Solano County.

The SUHSD has a student population of 601 and is located in the town of Mt. Shasta in rural Siskiyou County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in EC 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved all similar waivers in the past. Most recently, at the July 2016 SBE meeting, a waiver for out-of-state travel to Oregon for the Siskiyou County Office of Education was approved.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver approval or denial.

ATTACHMENT(S)

Attachment 1: Summary Table (1 Page)

Attachment 2: Fairfield-Suisun Unified School District General Waiver Request Waiver 15-5-2016 (3 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: Siskiyou Union High School District General Waiver Request Waiver 32-6-2016 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Summary Table

Education Code Section 35330(b)(3)

Waiver Number	District/County and District Code	Period of Request	District's Request	CDE Recommended Action	Local Board Approval Date	Bargaining Unit, Representative(s) Consulted, Date, and Position	Potential Annual Penalty Without Waiver	Fiscal Status	Previous Waivers
15-5-2016	Fairfield-Suisun Unified School District	Requested: April 18, 2016 to April 24, 2016 Recommended: April 18, 2016 to April 24, 2016	To authorize expenditures of school district funds for its students who traveled out-of-state to Kentucky, as part of each school's STEM Robotics program.	Approval	05/26/2016	Fairfield-Suisun Unified Teachers Association, Laurel Salerno-White, President 04/19/2016 Support	No statewide fiscal impact of waiver approval or denial.	Positive	No
32-6-2016	Siskiyou Union High School District	Requested: July 1, 2015 to June 30, 2017 Recommended: July 1, 2015 to July 1, 2017	To allow its students to travel to Oregon and Nevada to attend economically prudent curricular and extracurricular trips and events.	Approval	06/15/2016	Siskiyou Union High CTA, Monika Van Baren, Cohort Representative 06/03/2016 Support	No statewide fiscal impact of waiver approval or denial.	Positive	No

California Department of Education
WAIVER SUBMISSION - General

CD Code: 4870540

Waiver Number: 15-5-2016

Active Year: 2016

Date In: 5/31/2016 1:23:06 PM

Local Education Agency: Fairfield-Suisun Unified School District
Address: 2490 Hilborn Rd.
Fairfield, CA 94534

Start: 4/18/2016

End: 4/24/2016

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Out-of-State Use of Funds and Transportation Allowances
Ed Code Title: Out-of-State Use of Funds and Transportation Allowances
Ed Code Section: 35330(B)(3)
Ed Code Authority: 33050

Ed Code or CCR to Waive: 35330.(a) The governing board of a school district or the county superintendent of schools of a county may: (1) Conduct field trips or excursions in connection with courses of instruction or school-related social, educational, cultural, athletic, or school band activities to and from places in the state, any other state, the District of Columbia, or a foreign country for pupils enrolled in elementary or secondary schools. A field trip or excursion to and from a foreign country may be permitted to familiarize students with the language, history, geography, natural sciences, and other studies relative to the district's course of study for pupils. (2) Engage instructors, supervisors, and other personnel to contribute their services over and above the normal period for which they are employed by the district, if necessary, and provide equipment and supplies for the field trip or excursion. (3) Transport by use of district equipment, contract to provide transportation, or arrange transportation by the use of other equipment, of pupils, instructors, supervisors or other personnel to and from places in the state, another state, the District of Columbia, or a foreign country where those excursions and field trips are being conducted, provided that, when district equipment is used, the governing board shall secure liability insurance, and if travel is to and from a foreign country, liability insurance shall be secured from a carrier licensed to transact insurance business in the foreign country. (4) Provide supervision of pupils involved in field trips or excursions by certificated employees of the district. (b) (1) No pupil shall be prevented from making the field trip or excursion because of lack of sufficient funds. To this end, the governing board shall coordinate efforts of community service groups to supply funds for pupils in need. (2) No group shall be authorized to take a field trip or excursion authorized by this section if a pupil who is a member of an identifiable group will be excluded from participation in the fieldtrip or excursion because of lack of sufficient funds. [(3) No expenses of pupils participating in a field trip or excursion to other state, the District of Columbia, or a foreign country authorized by this section shall be paid with school district funds.] Expenses of instructors, chaperones, and other personnel participating in a field trip or excursion authorized by this section may be paid from school district funds, and the school district may pay from school district funds all incidental expenses for the use of school district equipment during a field trip or excursion authorized by this section. (c) (1) The attendance or

participation of a pupil in a field trip or excursion authorized by this section shall be considered attendance for the purpose of crediting attendance for apportionments from the State School Fund in the fiscal year. Credited attendance resulting from a field trip or excursion shall be limited to the amount of attendance that would have accrued had the pupils not been engaged in the field trip or excursion. (2) Credited attendance shall not exceed 10 schooldays except in the case of pupils participating in a field trip or excursion in connection with courses of instruction, or school-related educational activities, and which are not social, cultural, athletic, or school band activities. (d) All persons making the field trip or excursion shall be deemed to have waived all claims against the district, a charter school, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of pupils taking out-of-state field trips or excursions shall sign a statement waiving all claims. No transportation allowances shall be made by the Superintendent for expenses incurred with respect to field trips or excursions that have an out-of-state destination. A school district that transports pupils, teachers, or other employees of the district in school buses within the state and to destinations within the state, pursuant to the provisions of this section, shall report to the Superintendent on forms prescribed by him or her the total mileage of school buses used in connection with educational excursions. In computing the allowance to a school district for regular transportation there shall be deducted from that allowance an amount equal to the depreciation of school buses used for the transportation in accordance with rules and regulations adopted by the Superintendent.

Outcome Rationale: Fairfield-Suisun Unified School District requests a waiver of *EC* Section 35330(d) to allow the students from Grange Middle School and Armijo High School to use district funds to travel out-of-state to Kentucky, as part of each school's STEM Robotics program.

In February 2016, students from the two schools earned the right to represent California at the VEX Worlds Competition which took place April 18, 2016 to April 24, 2016. Without district support, these students would miss this trip. This trip is both educationally and culturally enlightening for the predominantly low-income students.

This trip provides Fairfield-Suisun Unified School District students with an experience of 21st Century Skill application and culture, in a way that would not be available to them otherwise. This competition impacts student achievement as the students are applying skills such as creativity, communication, and collaboration, as well as advanced STEM concepts. VEX Worlds 2016 was the world's largest robotics competition with over 16,000 participants from 37 nations.

The Waiver will allow the school district to use state funds to support the students who would not otherwise have had the funds to attend. The cost of this trip is approximately \$18,150, which includes transportation, accommodations, and food.

Student Population: 21554

City Type: Suburban

Public Hearing Date: 5/26/2016

Public Hearing Advertised: The notice was posted at each school site and three public places.

Local Board Approval Date: 5/26/2016

Community Council Reviewed By: The Superintendent's Parent Advisory Committee

Community Council Reviewed Date: 5/12/2016

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Dr. Sheila McCabe

Position: Executive Director

E-mail: sheilamc@fsusd.org

Telephone: 707-399-1299

Fax: 707-399-5160

Bargaining Unit Date: 04/19/2016

Name: Fairfield-Suisun Unified Teachers Association

Representative: Laurel Salerno-White

Title: President

Position: Support

Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 4770466

Waiver Number: 32-6-2016

Active Year: 2016

Date In: 6/29/2016 3:05:13 PM

Local Education Agency: Siskiyou Union High School District
Address: 624 Everitt Memorial Hwy.
Mt. Shasta, CA 96067

Start: 7/1/2015

End: 6/30/2017

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Out-of-State Use of Funds and Transportation Allowances
Ed Code Title: Out-of-State Use of Funds and Transportation Allowances
Ed Code Section: 35330(d)
Ed Code Authority: 33050

Ed Code or CCR to Waive: "no expense of pupils participating in a field trip or excursion to any other state, the District of Columbia, or a foreign county authorized by this section shall be paid with school district funds."

Outcome Rationale: SUHSD is a rural Northern California district that is located near the Oregon Border (approx. 60 miles). Events/trips/meets/competitions in California (in all curricular and extra-curricular areas) are very limited and require further travel and cost prohibitive. Events/trips/meets/competitions are limited in our area and there are opportunities in Oregon and Nevada that they cannot get in our area

Student Population: 601

City Type: Rural

Public Hearing Date: 6/15/2016

Public Hearing Advertised: 5 school sites and 3 locations throughout the community (advertisement boards)

Local Board Approval Date: 6/15/2016

Community Council Reviewed By: Curriculum & Communications Council

Community Council Reviewed Date: 5/4/2016

Community Council Objection: N

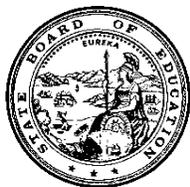
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Sarah Jasmer
Position: Chief Business Official
E-mail: sjasmer@sisuhd.net
Telephone: 530-926-3006
Fax:

Bargaining Unit Date: 06/03/2016
Name: Siskiyou Union High CTA
Representative: Monika Van Baren
Title: Cohort Representative
Position: Support
Comments:



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Hacienda la Puente Unified School District for a renewal of four waivers to waive California <i>Education Code</i> sections 17472, 17473, and 17474, and portions of sections 17455, 17466, 17468, 17469, 17470, and 17475, which will allow the district to sell four pieces of property using a broker and a “request for proposal” process, maximizing the proceeds from the sales. The properties are located at 16949 Wedgeworth Drive, Hacienda Heights, CA, 15405 La Subida Drive, Hacienda Heights, CA, 16234 Folger Street, Hacienda Heights, CA, and 14162 East Lomitas Avenue, Avocado Heights, CA.</p> <p>Waiver Numbers: 12-6-2016 13-6-2016 14-6-2016 15-6-2016</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

The Hacienda la Puente Unified School District (USD) is requesting a renewal of original waivers 5-11-2014, 6-11-2014, 7-11-2014, and 8-11-2014 of California *Education Code (EC)* sections 17472, 17473, and 17474 and portions of *EC* sections 17455, 17466, 17468, 17469, 17470, and 17475, which will allow the district to sell four pieces of property using a broker and a “request for proposal” process, maximizing the proceeds from the sales.

Authority for Waiver: *Education Code (EC)* Section 33050

RECOMMENDATION

Approval Approval with conditions Denial

The California Department of Education recommends approval with the following conditions: that the proposals the Hacienda la Puente USD governing board determines to be most desirable shall be selected within 30 to 60 days of the public meeting when the proposals are received, and the reasons for those determinations shall be discussed in public session and included in the minutes of the meeting.

SUMMARY OF KEY ISSUES

Under provisions of EC sections 33050 through 33053, the district is requesting that specific portions of the EC relating to the sale or surplus property be waived.

The Hacienda la Puente USD is requesting a renewal of previous waivers (5-11-2014, 6-11-2014, 7-11-2014, and 8-11-2014) that were approved by the California State Board of Education on January 14, 2015. The request is for the requirement of sealed proposals and the oral bidding process be waived allowing the district to market the properties based on the brokerage process, selling at the highest possible value on the most advantageous terms for the district.

The district states that significant progress has been made, given the complexity of the sale and unexpected delays that arose after obtaining the original waivers, but requires additional time to finalize the sale of the properties. Additionally, to streamline the approval process, the district has proceeded with the "One-Stop Process" through the Los Angeles County's Department of Regional Planning, which has allowed the district and its representatives to meet with five County agencies at once to review and obtain comprehensive feedback on required approvals from each agency for development of the properties.

The properties are located in the Hacienda Heights and Avocado Heights areas of unincorporated Los Angeles County. All properties were recommended surplus by the district Facilities Advisory Committee. One property is located at 16949 Wedgeworth Drive. The Facilities Advisory Committee declared 14 acres of this 20.04 parcel to be surplus property. Currently, there is an all-portable school located on this acreage. The district wishes to sell the 14 acres in order to construct a new elementary school on the remaining 6.04 acres replacing the all-portable school currently located there. The new school and students will be separated from any development on the 14 acre site by a permanent wall. The second site is located at 15405 La Subida Drive consisting of 12.58 acres. This site currently houses the Instructional Services Center which will be relocated to another district property. The third site is at 16234 Folger Street, the former Glenelder School, and consists of 10 acres. The students from the former Glenelder School were relocated to a new K-8 school. The fourth site is the former Valley High Continuation School located at 14162 East Lomitas Avenue consisting of five acres. The students were relocated several years ago and the property has been declared surplus. The proceeds of the sale of these properties will be used to design and construct a new elementary school located at the current Wedgeworth site.

Demographic Information: Hacienda la Puente Unified School District has a student population of 19,367 and is located in a suburban area of Los Angeles County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in EC 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education has approved all previous waivers regarding the bidding process and the sale of surplus property. The district is requesting to waive the same or similar provisions for the sale of surplus property.

FISCAL ANALYSIS (AS APPROPRIATE)

The flexibility in property disposition requested herein will allow the Hacienda la Puente Unified School District to maximize revenue. The applicant district will financially benefit from the sale of the properties.

ATTACHMENT(S)

Attachment 1: Summary Table (2 pages)

Attachment 2: Hacienda la Puente Unified School District General Waiver Request 12-6-2016 (8 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 3: Hacienda la Puente Unified School District General Waiver Request 13-6-2016 (8 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 4: Hacienda la Puente Unified School District General Waiver Request 14-6-2016 (8 pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 5: Hacienda la Puente Unified School District General Waiver Request 15-6-2016 (8 pages). (Original waiver request is signed and on file in the Waiver Office.)

Waiver Number	School District	Property	Period of Request	Local Board Approval Date	Public Hearing Date	Bargaining Unit, Representatives Consulted, Date, and Position	Advisory Committee Consulted
12-6-2016	Hacienda la Puente Unified	Wedgeworth School Site	<p>Requested: November 4, 2016, to November 3, 2018</p> <p>Recommended: November 4, 2016, to November 3, 2018</p>	June 2, 2016	June 2, 2016	<p>California School Employee Association #115, June 13, 2016 Margarita Caldera, President Support</p> <p>Hacienda la Puente Teacher Association (HLPTA), June 9, 2016 Jane Shults, President Support</p> <p>Service Employee Union International Local 99, June 9, 2016 Joyce Garcia, Chief Steward Support</p>	District Facilities Advisory Committee, June 14, 2016 No objections
13-6-2016	Hacienda la Puente Unified	Instructional Services Center, 15405 La Subida Drive	<p>Requested: November 4, 2016, to November 3, 2018</p> <p>Recommended: November 4, 2016, to November 3, 2018</p>	June 2, 2016	June 2, 2016	<p>California School Employee Association #115, June 13, 2016 Margarita Caldera, President Support</p> <p>Hacienda la Puente Teacher Association (HLPTA), June 9, 2016 Jane Shults, President Support</p> <p>Service Employee Union International Local 99, June 9, 2016 Joyce Garcia, Chief Steward Support</p>	District Facilities Advisory Committee, June 14, 2016 No objections

14-6-2016	Hacienda la Puente Unified	Former Glenelder Site, 16234 Folger Street	<p>Requested: November 4, 2016, to November 3, 2018</p> <p>Recommended: November 4, 2016, to November 3, 2018</p>	June 2, 2016	June 2, 2016	<p>California School Employee Association #115, June 13, 2016 Margarita Caldera, President Support</p> <p>Hacienda la Puente Teacher Association (HLPTA), June 9, 2016 Jane Shults, President Support</p> <p>Service Employee Union International Local 99, June 9, 2016 Joyce Garcia, Chief Steward Support</p>	<p>District Facilities Advisory Committee, June 14, 2016 No objections</p>
15-6-2014	Hacienda la Puente Unified	Former Valley High Continuation School, 14162 East Lomitas Avenue	<p>Requested: November 4, 2016, to November 3, 2018</p> <p>Recommended: November 4, 2016, to November 3, 2018</p>	June 2, 2016	June 2, 2016	<p>California School Employee Association #115, June 13, 2016 Margarita Caldera, President Support</p> <p>Hacienda la Puente Teacher Association (HLPTA), June 9, 2016 Jane Shults, President Support</p> <p>Service Employee Union International Local 99, June 9, 2016 Joyce Garcia, Chief Steward Support</p>	<p>District Facilities Advisory Committee, June 14, 2016 No objections</p>

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1973445

Waiver Number: 12-6-2016

Active Year: 2016

Date In: 6/16/2016 1:15:34 PM

Local Education Agency: Hacienda la Puente Unified School District
Address: 15959 East Gale Avenue
City Of Industry, CA 91745

Start: 11/4/2016

End: 11/3/2018

Waiver Renewal: Y

Previous Waiver Number: 5-11-2014-W-09 Previous SBE Approval Date: 1/14/2015

Waiver Topic: Sale or Lease of Surplus Property
Ed Code Title: Sale of Surplus Property
Ed Code Section: 17455 et seq. (selected sections)
Ed Code Authority: 33050

Ed Code or CCR to Waive: Please see Attachment #1 (Wedgeworth)

Outcome Rationale: Please see Attachment #2 (Wedgeworth)

Student Population: 19367

City Type: Suburban

Public Hearing Date: 6/2/2016

Public Hearing Advertised: Posted on District website, at District office and other locations where agenda is usually posted.

Local Board Approval Date: 6/2/2016

Community Council Reviewed By: District Facilities Advisory Committee

Community Council Reviewed Date: 6/14/2016

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Kelley Owens

Position: Attorney for Hacienda La Puente School District

E-mail: kowens@f3law.com

Telephone: 760-304-6025

Fax: 626-333-7416

Bargaining Unit Date: 06/13/2016
Name: California School Employees Association #115
Representative: Margarita Caldera
Title: CSEA President
Position: Support
Comments:

Bargaining Unit Date: 06/09/2016
Name: Hacienda La Puente Teachers Association (HLPTA)
Representative: Jane Shults
Title: HLPTA President
Position: Support
Comments:

Bargaining Unit Date: 06/09/2016
Name: Service Employees Union International Local 99
Representative: Joyce Garcia
Title: SEIU Chief Steward
Position: Support
Comments:

Attachment #1 (Wedgeworth) – Education Code sections to be waived

Education Code § 17455.

The governing board of any school district may sell any real property belonging to the school district or may lease for a term not exceeding 99 years, any real property, together with any personal property located thereon, belonging to the school district which is not or will not be needed by the district for school classroom buildings at the time of delivery of title or possession. The sale or lease may be made without first taking a vote of the electors of the district, [and shall be made in the manner provided by this article.]

Rationale: The District requests the stricken language be waived since the District is asking that several provisions of Article 4 be waived and consequently, the sale will not be made precisely in the manner provided in Article 4.

Education Code § 17466.

Before ordering the sale or lease of any property the governing board, in a regular open meeting, by a two-thirds vote of all its members, shall adopt a resolution, declaring its intention to sell or lease the property, as the case may be. The resolution shall describe the property proposed to be sold or leased in such manner as to identify it [and shall specify the minimum price or rental and the terms upon which it will be sold or leased]-and the commission, or rate thereof, if any, which the board will pay to a licensed real estate broker [out of the minimum price or rental. The resolution shall fix a time not less than three weeks thereafter for a public meeting of the governing board to be held at its regular place of meeting, at which sealed proposals to purchase or lease will be received and considered.]

Rationale: The stricken language to be waived provides for the governing board to establish a minimum price and receive sealed proposals for the purchase of the property at an identified meeting of the District's governing board. The District is requesting that the original waiver of the process of sealed proposals and oral bids to sell the property be renewed, allowing the District to negotiate and finalize the sale of a portion of the Wedgeworth School site with an interested purchaser through a more direct process. The District has already passed a resolution of intent to sell the property and has made the statutorily required offers under Education Code sections 17457, 17457.5, 17464 and Government Code sections 54220 et seq. No purchase resulted. The District has conducted directed outreach to developers known to have interest in the property and has used the services of a licensed real estate broker to do so, thereby providing the District with the opportunity to negotiate directly with interested purchasers. Once that process is finalized, the District will bring the proposed sale to its governing board, which will consider a resolution to approve the purchase and sale contract.

Education Code § 17468.

If, in the discretion of the board, it is advisable to offer to pay a commission to a licensed real estate broker who is instrumental in obtaining any proposal, the commission shall be specified in the resolution. No commission shall be paid unless there is contained in or with the [sealed] proposal [or stated in or with the oral bid,] which is finally accepted, the name of the licensed

real estate broker to whom it is to be paid, and the amount or rate thereof. Any commission shall, however, be paid only out of money received by the board from the sale or rental of the real property.

Rationale: The stricken language to be waived provides for the District to include information about a broker's commission in sealed proposals and oral bids. As stated above, the District is requesting that the original waiver of the requirement of sealed proposals and oral bidding to purchase the property be renewed, allowing the District to use the services of a broker but waiving the requirement of a "sealed" proposal or "oral bid." The District has retained the services of a licensed real estate broker, whose commission will be specified in documents required through a brokered sale.

Education Code § 17469.

Notice of the adoption of the resolution [and of the time and place of holding the meeting] shall be given by posting copies of the resolution signed by the board or by a majority thereof in three public places in the district, [not less than 15 days before the date of the meeting,] and by publishing the notice not less than once a week for three successive weeks [before the meeting] in a newspaper of general circulation published in the county in which the district or any part thereof is situated, if any such newspaper is published therein.

Rationale: The stricken language to be waived assumes that the governing board would be following the process of opening proposals and hearing oral bids at a specific meeting. Such a requirement, however, would be removed pursuant to the language requested to be stricken in Education Code Section 17466. As modified, the District would still be required to provide notice of its adoption of a resolution to sell the property, but the posting of that resolution and notice in a newspaper is not connected to the process of opening proposals and hearing oral bids.

Education Code § 17470.

(a) The governing board of a school district that intends to sell real property pursuant to this article shall take reasonable steps to ensure that the former owner from whom the district acquired the property receives notice [of the public meeting prescribed by Section 17466,] in writing, by certified mail, [at least 60 days prior to the meeting.]

(b) The governing board of a school district shall not be required to accord the former owner the right to purchase the property at the tentatively accepted highest bid price nor to offer to sell the property to the former owner at the tentatively accepted highest bid price.

Rationale: The stricken language to be waived assumes that the governing board would be following the process of opening proposals and hearing oral bids at a specific meeting. Such a requirement, however, would be removed pursuant to the language requested to be stricken in Education Code Section 17466. As modified, the District would still be required to take reasonable steps to provide notice to the former owner, but the provision of such notice would no longer be connected to the process of opening proposals and hearing oral bids.

Education Code § 17472.

[At the time and place fixed in the resolution for the meeting of the governing body, all sealed proposals which have been received shall, in public session, be opened, examined, and declared by the board. Of the proposals submitted which conform to all terms and conditions specified in the resolution of intention to sell or to lease and which are made by responsible bidders, the proposal which is the highest, after deducting therefrom the commission, if any, to be paid a licensed real estate broker in connection therewith, shall be finally accepted, unless a higher oral bid is accepted or the board rejects all bids.]

Rationale: The District requests the entire section continue to be waived because the District desires to directly negotiate an agreement to sell a portion of the Wedgeworth School Site. The requirements of this section would be removed pursuant to the language requested to be stricken in Education Code Section 17466.

Education Code § 17473.

[Before accepting any written proposal, the board shall call for oral bids. If, upon the call for oral bidding, any responsible person offers to purchase the property or to lease the property, as the case may be, upon the terms and conditions specified in the resolution, for a price or rental exceeding by at least 5 percent, the highest written proposal, after deducting the commission, if any, to be paid a licensed real estate broker in connection therewith, then the oral bid which is the highest after deducting any commission to be paid a licensed real estate broker, in connection therewith, which is made by a responsible person, shall be finally accepted. Final acceptance shall not be made, however, until the oral bid is reduced to writing and signed by the offeror.]

Rationale: The District requests the entire section continue to be waived because a waiver renewal of the process of sealed proposals and oral bidding would allow the District to negotiate and finalize an agreement to sell a portion of the Wedgeworth School Site directly with interested purchasers. The requirements of this section would be removed pursuant to the language requested to be stricken in Education Code Section 17466.

Education Code § 17474.

[In the event of a sale on a higher oral bid to a purchaser procured by a licensed real estate broker, other than the broker who submitted the highest written proposal, and who is qualified as provided in Section 17468 of this code, the board shall allow a commission on the full amount for which the sale is confirmed. One half of the commission on the amount of the highest written proposal shall be paid to the broker who submitted it, and the balance of the commission on the purchase price to the broker who procured the purchaser to whom the sale was confirmed.]

Rationale: The District requests the entire section continue to be waived because a waiver renewal of the process of sealed proposals and oral bidding would allow the District to negotiate and finalize an agreement to sell a portion of the Wedgeworth School Site directly with interested purchasers. The requirements of this section would be removed pursuant to the language requested to be stricken in Education Code Section 17466.

Education Code § 17475.

[The final acceptance by the governing body may be made either at the same session or at any adjourned session of the same meeting held within the 10 days next following.]

Rationale: The District requests the entire section be waived. The District will fulfill the condition the State Board of Education attached to its approval of the original waiver (1-14-15): the District's governing board will select the proposal determined to be most desirable within 30 to 60 days of the public meeting when the proposals are received, and the reasons for those determinations will be discussed in public session and included in the minutes of the meeting.

Attachment #2 (Wedgeworth) – Description of Circumstances

The Hacienda La Puente Unified School District (“District”) seeks a renewal of the original waiver (approved 1-14-15) of those portions of Education Code statutes requiring the District to open sealed proposals and hear oral bids in order to sell the surplus portion of the Wedgeworth School site currently owned by the District.

The Wedgeworth School site, located at 16949 Wedgeworth Drive in the Hacienda Heights area of unincorporated Los Angeles County, consists of 20.04 acres. Following the recommendation of its Facilities Advisory Committee, the District’s governing board declared 14 acres to be surplus property and available for sale (“Property”). The Property is currently zoned as development property by the County of Los Angeles. The District intends to sell the Property and use the proceeds to design and construct a new elementary school on the remaining 6.04 acres of the Wedgeworth School site.

For forty years, children of the residents of Hacienda Heights have attended an all-portable school on Wedgeworth Drive. The new school would replace the all-portable school on land already owned by the District. During construction, there will be a physical barrier (fence) separating the existing school from the construction area. Following construction, although design plans have not yet been finalized, at a minimum, a permanent wall will separate school grounds from the surrounding area.

The District has complied with the statutory requirements to offer the Property for sale to the entities listed in Education Code Sections 17455 et seq., which have declined to purchase it and the District is continuing the process of negotiating the sale of the Property with interested purchasers through a direct process, approved via the waiver granted by the State Board of Education on January 14, 2015.

Since that time, the District has made significant progress on getting the Property to the market. This includes the following steps, among others:

- Commencing efforts to obtain necessary zoning changes and/or entitlements on the Property aimed at maximizing the Property’s value and marketability;
- Clearing encumbrances on title;
- Beginning the one-stop process (“One-Stop Process”) with the County of Los Angeles to obtain permits and entitlements for the Property;
- Hiring additional consultants and architects to assist with design and marketing strategies;
- Holding numerous governing board meetings to identify the marketing strategy most likely to maximize value of this Property and the three other surplus properties being sold at the same time; and
- Executing a broker agreement for the sale.

Although significant progress has been made by the District, given the complexity of the sale and unexpected delays that arose after obtaining the original waiver, the District requires additional time to finalize the sale of the Property. Specifically, the District is marketing four

different surplus properties at one time, which has required two different brokers and extensive coordination among the parties. The District must adopt and begin to implement a unique marketing strategy for each of the four properties.

Additionally, to streamline the approval process, the District is proceeding with the "One-Stop Process" through Los Angeles County's Department of Regional Planning, which allows the District and its representatives to meet with five County agencies at once to review and obtain comprehensive feedback on required approvals from each agency for development of the Property. While the One-Stop Process will further increase the marketability of the Property to buyers, the full process takes a year or longer to complete.

The District respectfully requests that it be allowed to continue the process of selling the Property directly and selling it at the highest possible value on the most advantageous terms. A renewal of the original waiver of the statutory provisions will allow the District to finish the sale process and maximize the value of the Property.

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1973445

Waiver Number: 13-6-2016

Active Year: 2016

Date In: 6/16/2016 1:44:56 PM

Local Education Agency: Hacienda la Puente Unified School District
Address: 15959 East Gale Ave.
City Of Industry, CA 91745

Start: 11/4/2016

End: 11/3/2018

Waiver Renewal: Y

Previous Waiver Number: 7-11-2014-W-09 Previous SBE Approval Date: 1/14/2015

Waiver Topic: Sale or Lease of Surplus Property
Ed Code Title: Sale of Surplus Property
Ed Code Section: 17455 et seq. (selected sections)
Ed Code Authority: 33050

Ed Code or CCR to Waive: Please see Attachment # 1 (La Subida)

Outcome Rationale: Please see Attachment #2 (La Subida)

Student Population: 19367

City Type: Suburban

Public Hearing Date: 6/2/2016

Public Hearing Advertised: Posted on District website, at District office and other locations where agenda is usually posted.

Local Board Approval Date: 6/2/2016

Community Council Reviewed By: District Facilities Advisory Committee
Community Council Reviewed Date: 6/14/2016
Community Council Objection: N
Community Council Objection Explanation:
Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Kelley Owens
Position: Attorney for Hacienda La Puente School District
E-mail: kowens@f3law.com
Telephone: 760-304-6025
Fax: 626-333-7416

Bargaining Unit Date: 06/13/2016
Name: California School Employees Association #115
Representative: Margarita Caldera
Title: CSEA President
Position: Support
Comments:

Bargaining Unit Date: 06/09/2016
Name: Hacienda La Puente Teachers Association (HLPTA)
Representative: Jane Shults
Title: HLPTA President
Position: Support
Comments:

Bargaining Unit Date: 06/09/2016
Name: Service Employees Union International Local 99
Representative: Joyce Garcia
Title: SEIU Chief Steward
Position: Support
Comments:

Attachment #1 (La Subida) – Education Code sections to be waived

Education Code § 17455.

The governing board of any school district may sell any real property belonging to the school district or may lease for a term not exceeding 99 years, any real property, together with any personal property located thereon, belonging to the school district which is not or will not be needed by the district for school classroom buildings at the time of delivery of title or possession. The sale or lease may be made without first taking a vote of the electors of the district, [and shall be made in the manner provided by this article.]

Rationale: The language indicating that the sale of the property is to be made in the manner provided by this article is requested to be waived since the District is asking that several provisions of the article be waived and consequently, the sale will not be made in the manner provided in Article 4.

Education Code § 17466.

Before ordering the sale or lease of any property the governing board, in a regular open meeting, by a two-thirds vote of all its members, shall adopt a resolution, declaring its intention to sell or lease the property, as the case may be. The resolution shall describe the property proposed to be sold or leased in such manner as to identify it [and shall specify the minimum price or rental and the terms upon which it will be sold or leased] and the commission, or rate thereof, if any, which the board will pay to a licensed real estate broker [out of the minimum price or rental. The resolution shall fix a time not less than three weeks thereafter for a public meeting of the governing board to be held at its regular place of meeting, at which sealed proposals to purchase or lease will be received and considered.]

Rationale: The stricken language to be waived provides for the governing board to establish a minimum price and receive sealed proposals for the purchase of the property at an identified meeting of the District's governing board. The District is requesting that the original waiver of the requirement of sealed proposals to purchase the property be renewed, allowing the District to negotiate and finalize the sale of the Instructional Services Center Site with an interested purchaser through a two-phase Request for Proposals (RFP) process. The District will continue to conduct directed outreach to developers known to have the capital and experience necessary for the project, thereby providing the District with the opportunity to negotiate with interested purchasers based on a variety of factors, including experience and purchase price. As the District cannot predict in advance the timing of negotiations with interested purchasers, it cannot at the time of adopting the resolution contemplated by this Section 17466 know when proposals must be brought back to the governing board for consideration. The District has retained the services of a broker to advertise and solicit proposals for the purchase of the Instructional Services Center Site, and will bring proposals to the governing board when necessary to consider the approval of a sale.

Education Code § 17468.

If, in the discretion of the board, it is advisable to offer to pay a commission to a licensed real estate broker who is instrumental in obtaining any proposal, the commission shall be specified in the resolution. No commission shall be paid unless there is contained in or with the [sealed] proposal [or stated in or with the oral bid], which is finally accepted, the name of the licensed real estate broker to whom it is to be paid, and the amount or rate thereof. Any commission shall, however, be paid only out of money received by the board from the sale or rental of the real property.

Rationale: The stricken language to be waived provides for the District to receive sealed proposals and oral bids to purchase the property at an identified meeting of the District's governing board. The District is requesting that the original waiver of the requirement of sealed proposals and oral bidding to purchase the property be renewed, allowing the District to continue to negotiate the sale of the Instructional Services Center Site with an interested purchaser.

Education Code § 17469.

Notice of the adoption of the resolution [and of the time and place of holding the meeting] shall be given by posting copies shall be given by posting copies of the resolution signed by the board or by a majority thereof in three public places in the district, [not less than 15 days before the date of the meeting,] and by publishing the notice not less than once a week for three successive weeks [before the meeting] in a newspaper of general circulation published in the county in which the district or any part thereof is situated, if any such newspaper is published therein.

Rationale: The stricken language to be waived assumes that the Board would be setting a specific meeting to receive proposals for the purchase of the Instructional Services Center Site. Such a requirement, however, will be removed pursuant to the language stricken within Education Code Section 17466. As modified, the District would still be required to provide notice of its adoption of a resolution of intent to sell the property, but the posting of that resolution and notice in a newspaper would no longer be tied to an established date to receive proposals.

Education Code § 17470.

(a) The governing board of a school district that intends to sell real property pursuant to this article shall take reasonable steps to ensure that the former owner from whom the district acquired the property receives notice [of the public meeting prescribed by Section 17466,] in writing, by certified mail, [at least 60 days prior to the meeting.]

(b) The governing board of a school district shall not be required to accord the former owner the right to purchase the property at the tentatively accepted highest bid price nor to offer to sell the property to the former owner at the tentatively accepted highest bid price.

Rationale: The stricken language to be waived assumes that the Board would be setting a specific meeting to receive proposals for the purchase of the Instructional Services Center Site. Such a requirement, however, will be removed pursuant to the language stricken within Education Code Section 17466. As modified, the District would still be required to take reasonable steps to provide notice to the former owner, but the provision of such notice would no longer be tied to an established date to receive proposals.

Education Code § 17472.

[At the time and place fixed in the resolution for the meeting of the governing body, all sealed proposals which have been received shall, in public session, be opened, examined, and declared by the board. Of the proposals submitted which conform to all terms and conditions specified in the resolution of intention to sell or to lease and which are made by responsible bidders, the proposal which is the highest, after deducting therefrom the commission, if any, to be paid a licensed real estate broker in connection therewith, shall be finally accepted, unless a higher oral bid is accepted or the board rejects all bids.]

Rationale: The entire section is to be waived because the District, in negotiating an agreement to sell the Instructional Services Center Site, will not be opening bids in public session. The District is requesting that the original waiver of the requirement of sealed proposals and oral bidding to purchase the property be renewed, allowing the District to negotiate the sale of the Instructional Services Center Site with an interested purchaser.

Education Code § 17473.

[Before accepting any written proposal, the board shall call for oral bids. If, upon the call for oral bidding, any responsible person offers to purchase the property or to lease the property, as the case may be, upon the terms and conditions specified in the resolution, for a price or rental exceeding by at least 5 percent, the highest written proposal, after deducting the commission, if any, to be paid a licensed real estate broker in connection therewith, then the oral bid which is the highest after deducting any commission to be paid a licensed real estate broker, in connection therewith, which is made by a responsible person, shall be finally accepted. Final acceptance shall not be made, however, until the oral bid is reduced to writing and signed by the offeror.]

Rationale: The entire section is to be waived because the District, in negotiating an agreement to sell the Instructional Services Center Site, will not be accepting oral bids.

Education Code § 17474.

[In the event of a sale on a higher oral bid to a purchaser procured by a licensed real estate broker, other than the broker who submitted the highest written proposal, and who is qualified as provided in Section 17468 of this code, the board shall allow a commission on the full amount for which the sale is confirmed. One half of the commission on the amount of the highest written proposal shall be paid to the broker who submitted it, and the balance of the

commission on the purchase price to the broker who procured the purchaser to whom the sale was confirmed.]

Rationale: The entire section is to be waived because the District, in negotiating an agreement to sell the Instructional Services Center Site, will not be accepting oral bids.

Education Code § 17475.

[The final acceptance by the governing body may be made either at the same session or at any adjourned session of the same meeting held within the 10 days next following.]

Rationale: The District requests the entire section be waived. The District will fulfill the condition the State Board of Education attached to its approval of the original waiver (1-14-15): the District's governing board will select the proposal determined to be most desirable within 30 to 60 days of the public meeting when the proposals are received, and the reasons for those determinations will be discussed in public session and included in the minutes of the meeting.

Attachment #2 (La Subida) – Description of Circumstances

The Hacienda La Puente Unified School District (“District”) seeks a renewal of the original waiver (approved 1-14-15) of those portions of Education Code statutes requiring the District to open sealed proposals and hear oral bids in order to sell a 12.58 acre site which currently houses the Instructional Services Center (“Property”). Instructional Services will be relocated to another District property.

The Property, located at 15405 La Subida Drive in the Hacienda Heights area of unincorporated Los Angeles County, consists of 12.58 acres. Following the recommendation of its Facilities Advisory Committee, the District’s governing board declared the Property to be surplus and available for sale. The Property currently is zoned as development property by the County of Los Angeles. The District intends to sell the Property and use the proceeds to design and construct a new elementary school on another site (Wedgeworth) owned by the District.

The District has complied with the statutory requirements to offer the Property for sale to the entities listed in Education Code Sections 17455 et seq., which have declined to purchase it, and the District is continuing the process of negotiating the sale of the Property with interested purchasers through a direct process, approved via the waiver granted by the State Board of Education on January 14, 2015.

Since that time, the District has made significant progress on getting the Property to the market. This includes the following steps, among others:

- Commencing efforts to obtain necessary zoning changes and/or entitlements on the Property aimed at maximizing the Property’s value and marketability;
- Clearing encumbrances on title;
- Beginning the one-stop process (“One-Stop Process”) with the County of Los Angeles to obtain permits and entitlements for the Property;
- Hiring additional consultants and architects to assist with design and marketing strategies;
- Holding numerous governing board meetings to identify the marketing strategy most likely to maximize value of this Property and the three other surplus properties being sold at the same time; and
- Executing a broker agreement for the sale.

Although significant progress has been made by the District, given the complexity of the sale and unexpected delays that arose after obtaining the original waiver, the District requires additional time to finalize the sale of the Property. Specifically, the District is marketing four different surplus properties at one time, which has required two different brokers and extensive coordination among the parties. The District must adopt and begin to implement a unique marketing strategy for each of the four properties.

Additionally, to streamline the approval process, the District is proceeding with the “One-Stop Process” through Los Angeles County’s Department of Regional Planning, which allows the District and its representatives to meet with five County agencies at once to review and obtain comprehensive feedback on required approvals from each agency for development of the

Property. While the One-Stop Process will further increase the marketability of the Property to buyers, the full process takes a year or longer to complete.

The District respectfully requests that it be allowed to continue the process of selling the Property directly and selling it at the highest possible value on the most advantageous terms. A renewal of the original waiver of the statutory provisions will allow the District to finish the sale process and maximize the value of the Property.

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1973445

Waiver Number: 14-6-2016

Active Year: 2016

Date In: 6/16/2016 2:10:11 PM

Local Education Agency: Hacienda la Puente Unified School District
Address: 15959 East Gale Ave.
City Of Industry, CA 91745

Start: 11/4/2016

End: 11/3/2018

Waiver Renewal: Y

Previous Waiver Number: 8-11-2014-W-09 Previous SBE Approval Date: 1/14/2015

Waiver Topic: Sale or Lease of Surplus Property
Ed Code Title: Sale of Surplus Property
Ed Code Section: 17455 et seq. (selected sections)
Ed Code Authority: 33050

Ed Code or CCR to Waive: Please see Attachment #1 – Glenelder

Outcome Rationale: Please see Attachment #2 – Glenelder

Student Population: 19367

City Type: Suburban

Public Hearing Date: 6/2/2016

Public Hearing Advertised: Posted on District website, at District office and other locations where Board agenda is usually posted

Local Board Approval Date: 6/2/2016

Community Council Reviewed By: District Facilities Advisory Committee

Community Council Reviewed Date: 6/14/2016

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Kelley Owens

Position: Attorney for Hacienda La Puente School District

E-mail: kowens@f3law.com

Telephone: 760-304-6000 x6025

Fax: 626-333-7416

Bargaining Unit Date: 06/13/2016
Name: California School Employees Association #115
Representative: Margarita Caldera
Title: CSEA President
Position: Support
Comments:

Bargaining Unit Date: 06/09/2016
Name: Hacienda La Puente Teachers Association (HLPTA)
Representative: Jane Shults
Title: HLPTA President
Position: Support
Comments:

Bargaining Unit Date: 06/09/2016
Name: Service Employees Union International Local 99
Representative: Joyce Garcia
Title: SEIU Chief Steward
Position: Support
Comments:

Attachment #1 (Glenelder) – Education Code sections to be waived

Education Code § 17455.

The governing board of any school district may sell any real property belonging to the school district or may lease for a term not exceeding 99 years, any real property, together with any personal property located thereon, belonging to the school district which is not or will not be needed by the district for school classroom buildings at the time of delivery of title or possession. The sale or lease may be made without first taking a vote of the electors of the district, [and shall be made in the manner provided by this article.]

Rationale: The language indicating that the sale of the property is to be made in the manner provided by this article is requested to be waived since the District is asking that several provisions of the article be waived and consequently, the sale will not be made in the manner provided in Article 4.

Education Code § 17466.

Before ordering the sale or lease of any property the governing board, in a regular open meeting, by a two-thirds vote of all its members, shall adopt a resolution, declaring its intention to sell or lease the property, as the case may be. The resolution shall describe the property proposed to be sold or leased in such manner as to identify it [and shall specify the minimum price or rental and the terms upon which it will be sold or leased] and the commission, or rate thereof, if any, which the board will pay to a licensed real estate broker [out of the minimum price or rental. The resolution shall fix a time not less than three weeks thereafter for a public meeting of the governing board to be held at its regular place of meeting, at which sealed proposals to purchase or lease will be received and considered.]

Rationale: The stricken language to be waived provides for the governing board to establish a minimum price and receive sealed proposals for the purchase of the property at an identified meeting of the District's governing board. The District is requesting that the original waiver of the requirement of sealed proposals to purchase the property be renewed, allowing the District to negotiate and finalize the sale of the Glenelder Elementary School Site with an interested purchaser through a two-phase Request for Proposals (RFP) process. The District will continue to conduct directed outreach to developers known to have the capital and experience necessary for the project, thereby providing the District with the opportunity to negotiate with interested purchasers based on a variety of factors, including experience and purchase price. As the District cannot predict in advance the timing of negotiations with interested purchasers, it cannot at the time of adopting the resolution contemplated by this Section 17466 know when proposals must be brought back to the governing board for consideration. The District has retained the services of a broker to advertise and solicit proposals for the purchase of the Glenelder Elementary School Site, and will bring proposals to the governing board when necessary to consider the approval of a sale.

Education Code § 17468.

If, in the discretion of the board, it is advisable to offer to pay a commission to a licensed real estate broker who is instrumental in obtaining any proposal, the commission shall be specified in the resolution. No commission shall be paid unless there is contained in or with the [sealed] proposal [or stated in or with the oral bid,] which is finally accepted, the name of the licensed real estate broker to whom it is to be paid, and the amount or rate thereof. Any commission shall, however, be paid only out of money received by the board from the sale or rental of the real property.

Rationale: The stricken language to be waived provides for the District to receive sealed proposals and oral bids to purchase the property at an identified meeting of the District's governing board. The District is requesting that the original waiver of the requirement of sealed proposals and oral bidding to purchase the property be renewed, allowing the District to continue to negotiate the sale of the Glenelder Elementary School Site with an interested purchaser.

Education Code § 17469.

Notice of the adoption of the resolution [and of the time and place of holding the meeting] shall be given by posting copies shall be given by posting copies of the resolution signed by the board or by a majority thereof in three public places in the district, [not less than 15 days before the date of the meeting,] and by publishing the notice not less than once a week for three successive weeks [before the meeting] in a newspaper of general circulation published in the county in which the district or any part thereof is situated, if any such newspaper is published therein.

Rationale: The stricken language to be waived assumes that the Board would be setting a specific meeting to receive proposals for the purchase of the Glenelder Elementary School Site. Such a requirement, however, will be removed pursuant to the language stricken within Education Code Section 17466. As modified, the District would still be required to provide notice of its adoption of a resolution of intent to sell the property, but the posting of that resolution and notice in a newspaper would no longer be tied to an established date to receive proposals.

Education Code § 17470.

(a) The governing board of a school district that intends to sell real property pursuant to this article shall take reasonable steps to ensure that the former owner from whom the district acquired the property receives notice [of the public meeting prescribed by Section 17466,] in writing, by certified mail, [at least 60 days prior to the meeting.]

(b) The governing board of a school district shall not be required to accord the former owner the right to purchase the property at the tentatively accepted highest bid price nor to offer to sell the property to the former owner at the tentatively accepted highest bid price.

Rationale: The stricken language assumes that the Board would be setting a specific meeting to receive proposals for the purchase of the Glenelder Elementary School Site. Such a requirement, however, will be removed pursuant to the language stricken within Education Code Section 17466. As modified, the District would still be required to take reasonable steps to provide notice to the former owner, but the provision of such notice would no longer be tied to an established date to receive proposals.

Education Code § 17472.

[At the time and place fixed in the resolution for the meeting of the governing body, all sealed proposals which have been received shall, in public session, be opened, examined, and declared by the board. Of the proposals submitted which conform to all terms and conditions specified in the resolution of intention to sell or to lease and which are made by responsible bidders, the proposal which is the highest, after deducting therefrom the commission, if any, to be paid a licensed real estate broker in connection therewith, shall be finally accepted, unless a higher oral bid is accepted or the board rejects all bids.]

Rationale: The entire section is to be waived because the District, in negotiating an agreement to sell the Glenelder Elementary School Site, will not be opening bids in public session. The District is requesting that the original waiver of the requirement of sealed proposals and oral bidding to purchase the property be renewed, allowing the District to negotiate the sale of the Glenelder Elementary School Site with an interested purchaser.

Education Code § 17473.

[Before accepting any written proposal, the board shall call for oral bids. If, upon the call for oral bidding, any responsible person offers to purchase the property or to lease the property, as the case may be, upon the terms and conditions specified in the resolution, for a price or rental exceeding by at least 5 percent, the highest written proposal, after deducting the commission, if any, to be paid a licensed real estate broker in connection therewith, then the oral bid which is the highest after deducting any commission to be paid a licensed real estate broker, in connection therewith, which is made by a responsible person, shall be finally accepted. Final acceptance shall not be made, however, until the oral bid is reduced to writing and signed by the offeror.]

Rationale: The entire section is to be waived because the District, in negotiating an agreement to sell the Glenelder Elementary School Site, will not be accepting oral bids.

Education Code § 17474.

[In the event of a sale on a higher oral bid to a purchaser procured by a licensed real estate broker, other than the broker who submitted the highest written proposal, and who is qualified as provided in Section 17468 of this code, the board shall allow a commission on the full amount for which the sale is confirmed. One half of the commission on the amount of the highest written proposal shall be paid to the broker who submitted it, and the balance of the

commission on the purchase price to the broker who procured the purchaser to whom the sale was confirmed.]

Rationale: The entire section is to be waived because the District, in negotiating an agreement to sell the Glenelder Elementary School Site, will not be accepting oral bids.

Education Code § 17475.

[The final acceptance by the governing body may be made either at the same session or at any adjourned session of the same meeting held within the 10 days next following.]

Rationale: The District requests the entire section be waived. The District will fulfill the condition the State Board of Education attached to its approval of the original waiver (1-14-15): the District's governing board will select the proposal determined to be most desirable within 30 to 60 days of the public meeting when the proposals are received, and the reasons for those determinations will be discussed in public session and included in the minutes of the meet

Attachment #2 (Glenelder) – Description of Circumstances

The Hacienda La Puente Unified School District (“District”) seeks a renewal of the original waiver (approved 1-14-15) of those portions of Education Code statutes requiring the District to open sealed proposals and hear oral bids in order to sell the former Glenelder School site currently owned by the District (“Property”). All of the students from Glenelder have been relocated to a nearby school that was converted into a K-8 school to accommodate them.

The Property, located at 16234 Folger Street in the Hacienda Heights area of unincorporated Los Angeles County, consists of 10 acres. Following the recommendation of its Facilities Advisory Committee, the District’s governing board declared the Property to be surplus and available for sale. The Property is currently zoned as development property by the County of Los Angeles. The District intends to sell the Property and use the proceeds to design and construct a new elementary school on another site owned by the District.

The District has complied with the statutory requirements to offer the Property for sale to the entities listed in Education Code Sections 17455 et seq., which have declined to purchase it, and the District is continuing the process of negotiating the sale of the Property with interested purchasers through a direct process, approved via the waiver granted by the State Board of Education on January 14, 2015.

Since that time, the District has made significant progress on getting the Property to the market. This includes the following steps, among others:

- Commencing efforts to obtain necessary zoning changes and/or entitlements on the Property aimed at maximizing the Property’s value and marketability;
- Clearing encumbrances on title;
- Beginning the one-stop process (“One-Stop Process”) with the County of Los Angeles to obtain permits and entitlements for the Property;
- Hiring additional consultants and architects to assist with design and marketing strategies;
- Holding numerous governing board meetings to identify the marketing strategy most likely to maximize value of this Property and the three other surplus properties being sold at the same time; and
- Executing a broker agreement for the sale.

Although significant progress has been made by the District, given the complexity of the sale and unexpected delays that arose after obtaining the original waiver, the District requires additional time to finalize the sale of the Property. Specifically, the District is marketing four different surplus properties at one time, which has required two different brokers and extensive coordination among the parties. The District must adopt and begin to implement a unique marketing strategy for each of the four properties.

Additionally, to streamline the approval process, the District is proceeding with the “One-Stop Process” through Los Angeles County’s Department of Regional Planning, which allows the District and its representatives to meet with five County agencies at once to review and obtain comprehensive feedback on required approvals from each agency for development of the

Property. While the One-Stop Process will further increase the marketability of the Property to buyers, the full process takes a year or longer to complete.

The District respectfully requests that it be allowed to continue the process of selling the Property directly and selling it at the highest possible value on the most advantageous terms. A renewal of the original waiver of the statutory provisions will allow the District to finish the sale process and maximize the value of the Property.

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1973445

Waiver Number: 15-6-2016

Active Year: 2016

Date In: 6/16/2016 2:32:18 PM

Local Education Agency: Hacienda la Puente Unified School District
Address: 15959 East Gale Ave.
City Of Industry, CA 91745

Start: 11/4/2016

End: 11/3/2018

Waiver Renewal: Y

Previous Waiver Number: 6-11-2014-W-09 Previous SBE Approval Date: 1/14/2015

Waiver Topic: Sale or Lease of Surplus Property
Ed Code Title: Sale of Surplus Property
Ed Code Section: 17455 et seq. (selected sections)
Ed Code Authority: 33050

Ed Code or CCR to Waive: Please see Attachment #1 – Lomitas

Outcome Rationale: Please see Attachment #2 – Lomitas

Student Population: 19367

City Type: Suburban

Public Hearing Date: 6/2/2016

Public Hearing Advertised: Posted on District website, at District office and other locations where Board agenda is usually posted

Local Board Approval Date: 6/2/2016

Community Council Reviewed By: District Facilities Advisory Committee

Community Council Reviewed Date: 6/14/2016

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Kelley Owens

Position: Attorney for Hacienda La Puente School District

E-mail: kowens@f3law.com

Telephone: 760-304-6000 x6025

Fax: 626-333-7416

Bargaining Unit Date: 06/13/2016
Name: California School Employees Association #115
Representative: Margarita Caldera
Title: CSEA President
Position: Support
Comments:

Bargaining Unit Date: 06/09/2016
Name: Hacienda La Puente Teachers Association (HLPTA)
Representative: Jane Shults
Title: HLPTA President
Position: Support
Comments:

Bargaining Unit Date: 06/09/2016
Name: Service Employees Union International Local 99
Representative: Joyce Garcia
Title: SEIU Chief Steward
Position: Support
Comments:

Attachment #1 (Lomitas) – Education Code sections to be waived

Education Code § 17455.

The governing board of any school district may sell any real property belonging to the school district or may lease for a term not exceeding 99 years, any real property, together with any personal property located thereon, belonging to the school district which is not or will not be needed by the district for school classroom buildings at the time of delivery of title or possession. The sale or lease may be made without first taking a vote of the electors of the district, [and shall be made in the manner provided by this article.]

Rationale: The language indicating that the sale of the property is to be made in the manner provided by this article is requested to be waived since the District is asking that several provisions of the article be waived and consequently, the sale will not be made in the manner provided in Article 4.

Education Code § 17466.

Before ordering the sale or lease of any property the governing board, in a regular open meeting, by a two-thirds vote of all its members, shall adopt a resolution, declaring its intention to sell or lease the property, as the case may be. The resolution shall describe the property proposed to be sold or leased in such manner as to identify it [and shall specify the minimum price or rental and the terms upon which it will be sold or leased] and the commission, or rate thereof, if any, which the board will pay to a licensed real estate broker [out of the minimum price or rental. The resolution shall fix a time not less than three weeks thereafter for a public meeting of the governing board to be held at its regular place of meeting, at which sealed proposals to purchase or lease will be received and considered.]

Rationale: The stricken language to be waived provides for the governing board to establish a minimum price and receive sealed proposals for the purchase of the property at an identified meeting of the District's governing board. The District is requesting that the original waiver of the requirement of sealed proposals to purchase the property be renewed, allowing the District to negotiate and finalize the sale of the Valley High Continuation School Site with an interested purchaser through a two-phase Request for Proposals (RFP) process. The District will continue to conduct directed outreach to developers known to have the capital and experience necessary for the project, thereby providing the District with the opportunity to negotiate with interested purchasers based on a variety of factors, including experience and purchase price. As the District cannot predict in advance the timing of negotiations with interested purchasers, it cannot at the time of adopting the resolution contemplated by this Section 17466 know when proposals must be brought back to the governing board for consideration. The District has retained the services of a broker to advertise and solicit proposals for the purchase of the Valley High Continuation School Site, and will bring proposals to the governing board when necessary to consider the approval of a sale.

Education Code § 17468.

If, in the discretion of the board, it is advisable to offer to pay a commission to a licensed real estate broker who is instrumental in obtaining any proposal, the commission shall be specified in the resolution. No commission shall be paid unless there is contained in or with the [sealed] proposal [or stated in or with the oral bid], which is finally accepted, the name of the licensed real estate broker to whom it is to be paid, and the amount or rate thereof. Any commission shall, however, be paid only out of money received by the board from the sale or rental of the real property.

Rationale: The stricken language to be waived provides for the District to receive sealed proposals and oral bids to purchase the property at an identified meeting of the District's governing board. The District is requesting that the original waiver of the requirement of sealed proposals and oral bidding to purchase the property be renewed, allowing the District to continue to negotiate the sale of the Valley High Continuation School Site with an interested purchaser.

Education Code § 17469.

Notice of the adoption of the resolution [and of the time and place of holding the meeting] shall be given by posting copies shall be given by posting copies of the resolution signed by the board or by a majority thereof in three public places in the district, [not less than 15 days before the date of the meeting,] and by publishing the notice not less than once a week for three successive weeks [before the meeting] in a newspaper of general circulation published in the county in which the district or any part thereof is situated, if any such newspaper is published therein.

Rationale: The stricken language to be waived assumes that the Board would be setting a specific meeting to receive proposals for the purchase of the Valley High Continuation School Site. Such a requirement, however, will be removed pursuant to the language stricken within Education Code Section 17466. As modified, the District would still be required to provide notice of its adoption of a resolution of intent to sell the property, but the posting of that resolution and notice in a newspaper would no longer be tied to an established date to receive proposals.

Education Code § 17470.

(a) The governing board of a school district that intends to sell real property pursuant to this article shall take reasonable steps to ensure that the former owner from whom the district acquired the property receives notice [of the public meeting prescribed by Section 17466,] in writing, by certified mail, [at least 60 days prior to the meeting.]

(b) The governing board of a school district shall not be required to accord the former owner the right to purchase the property at the tentatively accepted highest bid price nor to offer to sell the property to the former owner at the tentatively accepted highest bid price.

Rationale: The stricken language to be waived assumes that the Board would be setting a specific meeting to receive proposals for the purchase of the Valley High Continuation School Site. Such a requirement, however, will be removed pursuant to the language stricken within Education Code Section 17466. As modified, the District would still be required to take reasonable steps to provide notice to the former owner, but the provision of such notice would no longer be tied to an established date to receive proposals.

Education Code § 17472.

[At the time and place fixed in the resolution for the meeting of the governing body, all sealed proposals which have been received shall, in public session, be opened, examined, and declared by the board. Of the proposals submitted which conform to all terms and conditions specified in the resolution of intention to sell or to lease and which are made by responsible bidders, the proposal which is the highest, after deducting therefrom the commission, if any, to be paid a licensed real estate broker in connection therewith, shall be finally accepted, unless a higher oral bid is accepted or the board rejects all bids.]

Rationale: The entire section is to be waived because the District, in negotiating an agreement to sell the Valley High Continuation School Site, will not be opening bids in public session. The District is requesting that the original waiver of the requirement of sealed proposals and oral bidding to purchase the property be renewed, allowing the District to negotiate the sale of the Valley High Continuation School Site with an interested purchaser.

Education Code § 17473.

[Before accepting any written proposal, the board shall call for oral bids. If, upon the call for oral bidding, any responsible person offers to purchase the property or to lease the property, as the case may be, upon the terms and conditions specified in the resolution, for a price or rental exceeding by at least 5 percent, the highest written proposal, after deducting the commission, if any, to be paid a licensed real estate broker in connection therewith, then the oral bid which is the highest after deducting any commission to be paid a licensed real estate broker, in connection therewith, which is made by a responsible person, shall be finally accepted. Final acceptance shall not be made, however, until the oral bid is reduced to writing and signed by the offeror.]

Rationale: The entire section is to be waived because the District, in negotiating an agreement to sell the Valley High Continuation School Site, will not be accepting oral bids.

Education Code § 17474.

[In the event of a sale on a higher oral bid to a purchaser procured by a licensed real estate broker, other than the broker who submitted the highest written proposal, and who is qualified as provided in Section 17468 of this code, the board shall allow a commission on the full amount for which the sale is confirmed. One half of the commission on the amount of the highest written proposal shall be paid to the broker who submitted it, and the balance of the

commission on the purchase price to the broker who procured the purchaser to whom the sale was confirmed.]

Rationale: The entire section is to be waived because the District, in negotiating an agreement to sell the Valley High Continuation School Site, will not be accepting oral bids.

Education Code § 17475.

[The final acceptance by the governing body may be made either at the same session or at any adjourned session of the same meeting held within the 10 days next following.]

Rationale: The District requests the entire section be waived. The District will fulfill the condition the State Board of Education attached to its approval of the original waiver (1-14-15): the District's governing board will select the proposal determined to be most desirable within 30 to 60 days of the public meeting when the proposals are received, and the reasons for those determinations will be discussed in public session and included in the minutes of the meeting.

Attachment #2 (Lomas) – Description of Circumstances

The Hacienda La Puente Unified School District (“District”) seeks a renewal of the original waiver (approved 1-14-15) of those portions of Education Code statutes requiring the District to open sealed proposals and hear oral bids in order to sell the former Valley High Continuation School site currently owned by the District (“Property”). The Valley High Continuation School has been relocated to another site for several years.

The Property, located at 14162 East Lomas Avenue in the Avocado Heights area of unincorporated Los Angeles County, consists of 5 acres. Following the recommendation of its Facilities Advisory Committee, the District’s governing board declared the Property to be surplus and available for sale. The Property currently is zoned as development property by the County of Los Angeles. The District intends to sell the Property and use the proceeds to design and construct a new elementary school on another site owned by the District.

The District has complied with the statutory requirements to offer the Property for sale to the entities listed in Education Code Sections 17455 et seq., which have declined to purchase it, and the District is continuing the process of negotiating the sale of the Property with interested purchasers through a direct process, approved via the waiver granted by the State Board of Education on January 14, 2015.

Since that time, the District has made significant progress on getting the Property to the market. This includes the following steps, among others:

- Commencing efforts to obtain necessary zoning changes and/or entitlements on the Property aimed at maximizing the Property’s value and marketability;
- Clearing encumbrances on title;
- Beginning the one-stop process (“One-Stop Process”) with the County of Los Angeles to obtain permits and entitlements for the Property;
- Hiring additional consultants and architects to assist with design and marketing strategies;
- Holding numerous governing board meetings to identify the marketing strategy most likely to maximize value of this Property and the three other surplus properties being sold at the same time; and
- Executing a broker agreement for the sale.

Although significant progress has been made by the District, given the complexity of the sale and unexpected delays that arose after obtaining the original waiver, the District requires additional time to finalize the sale of the Property. Specifically, the District is marketing four different surplus properties at one time, which has required two different brokers and extensive coordination among the parties. The District must adopt and begin to implement a unique marketing strategy for each of the four properties.

Additionally, to streamline the approval process, the District is proceeding with the “One-Stop Process” through Los Angeles County’s Department of Regional Planning, which allows the District and its representatives to meet with five County agencies at once to review and obtain comprehensive feedback on required approvals from each agency for development of the

Property. While the One-Stop Process will further increase the marketability of the Property to buyers, the full process takes a year or longer to complete.

The District respectfully requests that it be allowed to continue the process of selling the Property directly and selling it at the highest possible value on the most advantageous terms. A renewal of the original waiver of the statutory provisions will allow the District to finish the sale process and maximize the value of the Property.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Coachella Valley Unified School District to waive California <i>Education Code</i> sections 15106 and 15270(a) to allow the district to exceed its bond indebtedness limit of 2.5 percent of the taxable assessed value of property (requesting 3.25 percent).</p> <p>Waiver Number: 17-6-2016</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

The Coachella Valley Unified School District's bonded indebtedness ratio is 2.5 percent and is unable to issue \$65 million in bonds authorized in June 2005 and November 2012. Therefore, the district is requesting to increase the limit to 3.25 percent.

Authority for Waiver: *Education Code (EC)* Section 33050

RECOMMENDATION

Approval **Approval with conditions** **Denial**

The California Department of Education (CDE) recommends that the bonded indebtedness limit be waived with the following conditions: (1) the period of request does not exceed the recommended period on Attachment 1, (2) the total bonded indebtedness does not exceed the recommended new maximum shown on Attachment 1, (3) the district does not exceed the statutory tax rate, (4) the waiver is limited to the sale of bonds approved by the voters on the measure noted on Attachment 1, and (5) the district complies with the statutory requirements of Assembly Bill (AB) 182 related school bonds which became effective January 1, 2014.

SUMMARY OF KEY ISSUES

The California *Education Code (EC)* provides limits related to a district's total bonded indebtedness, *EC* sections 15106 and 15270(a) limits a unified school district's total general obligation (G.O.) bond indebtedness to 2.5 percent.

To raise funds to build or renovate school facilities, with voter authorization, school districts may issue G.O. bonds. Prior to 2001, districts needed a two-thirds voter approval. In November 2000, districts were given another option for authorizing and issuing bonds when California voters passed Proposition 39, which allows school bonds

to be approved with a 55 percent majority vote if the district abides by several administrative requirements, such as establishing an independent Citizens' Oversight Committee to oversee the use of the funds. Once G.O. bonds are authorized, school districts issue the bonds in increments as needed to fund their facility projects. When the voters authorize a local G.O. bond, they are simultaneously authorizing a property tax increase to pay the principal and interest on the bond. For Proposition 39 bonds, *EC* Section 15270(a) limits the tax rate levy authorized in each election to \$60 per \$100,000 for unified school districts.

Without a waiver, school districts that are close to their bonding capacity must decide either to issue fewer bonds, delay the issuance of bonds until their assessed valuation increases, or obtain other more expensive non-bond financing to complete their projects, the costs of which could be paid from district general funds. Therefore, the CDE has historically recommended that the State Board of Education (SBE) approve related waiver requests with the condition that the statutory tax rate levies are not exceeded at the time the bonds are issued.

On October 2, 2013, Governor Brown signed AB 182 (Chapter 477, Statutes of 2013) which established parameters for the issuance of local education bonds that allow for the compounding of interest, including capital appreciation bonds (CABs). AB 182 requires a district governing board to do the following:

- Before the bond sale, adopt a resolution at a public meeting that includes specific criteria, including being publicly noticed on at least two consecutive meeting agendas.
- Be presented with an agenda item at a public board meeting that provides a financial analysis of the overall costs of the bonds, a comparison to current interest bonds, and reasons why the compounding interest bonds are being recommended.
- After the bond sale, present actual cost information at the next scheduled public meeting and submit the cost information of the sale to the California Debt and Investment Advisory Commission.

District Request

Coachella Valley Unified School District requests that its outstanding bonded indebtedness limit be increased to an amount not to exceed 3.25 percent through October 1, 2022. The district seeks to issue the remaining \$50.3 million of the \$250 million authorized in the 2005 Measure D election and \$14.8 million of the \$41 million authorized in the 2012 Measure X election. The district is unable to issue the remaining \$65 million as their current outstanding bonded indebtedness of \$219 million equates to a 2.5 percent ratio. With the addition of the proposed \$65 million total indebtedness would be \$284 million and represents 3.25 of assessed valuation.

The waiver will allow the district to complete the following voter approved projects:

- Capital projects
- Infrastructure
- Technology upgrades

Demographic Information: Coachella Valley Unified School District has a student population of 18,108 and is located in a rural area in Riverside County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in EC 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved all bond limit waiver requests limited to the sale of already authorized bonds and at the tax rate levy stated on the bond measure.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of the waiver would allow the district to accelerate the issuance of voter approved bonds.

ATTACHMENT(S)

Attachment 1: Summary Table (1 page)

Attachment 2: Coachella Valley Unified School District General Waiver Request 17-6-2016 (5 pages). (Original waiver request is signed and on file in the Waiver Office.)

District(s) Requesting Increase in Bond Indebtedness Limits

California *Education Code (EC)* sections 15102 and 15268 prohibit elementary and high school districts from issuing bonds in excess of 1.25 percent of the assessed valuation of a district's taxable property. *EC* sections 15106 and 15270(a) prohibit unified school districts from issuing bonds in excess of 2.5 percent of the assessed valuation of a district's taxable property. *EC* sections 15268 and 15270(a) limit bonds authorized by a 55 percent majority in elementary and high school districts to \$30 per \$100,000 of taxable property per election and unified school districts to \$60 per \$100,000.

Waiver Number	District	Period of Request	Total Bonded Indebtedness Limit and Tax Rate per \$100,000 Assessed Valuation Allowed by Law or Noted on Voter Pamphlet	District's Request	CDE Recommended (New Maximum)	Bargaining Unit, Representatives Consulted, Date/Position	Public Hearing and Local Board Approval Date, Public Hearing Advertisement	Advisory Committee Consulted, Date/Position	District States it has Complied with Assembly Bill 182 Requirements
17-6-2016	Coachella Valley Unified School District	<p>Requested: October 1, 2016 to October 1, 2022</p> <p>Recommended: October 1, 2016 to October 1, 2022</p>	<p>Debt Limit 2.50%</p> <p>2005 Measure D Tax Rate No Limit (Non-Proposition 39)</p> <p>2012 Measure X Tax Rate \$60.00</p>	Debt Limit 3.25%	<p>Debt Limit 3.25% Limited to Sale of Bonds Approved by Voters June 2005 (Measure D) and November 2012 (Measure X)</p>	<p>California School Employees Association, Ch. 109 Beth Caskie CSEA Labor Relations Representative 4/12/2016 Neutral</p> <p>Coachella Valley Teachers Association Richard Razo, President 4/12/2016 Neutral</p>	<p>5/24/2016</p> <p>Newspaper, posted at school offices, district office, district Website, Coachella City Hall, Salton City Post Office</p>	<p>District Facilities Committee; Board of Trustees 5/24/2016 No Objections</p>	Yes. District at this time does not anticipate issuing CABs.

California Department of Education
WAIVER SUBMISSION - General

CD Code: 3373676

Waiver Number: 17-6-2016

Active Year: 2016

Date In: 6/20/2016 3:25:22 PM

Local Education Agency: Coachella Valley Unified School District
Address: 87-225 Church St.
Thermal, CA 92274

Start: 10/1/2016

End: 10/1/2022

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: School Construction Bonds
Ed Code Title: Bond Indebtedness Limit - Unified S.D.
Ed Code Section: 15270, 15106
Ed Code Authority: 33050

Ed Code or CCR to Waive: See Attachment A

Outcome Rationale: See Attachment B

Student Population: 18108

City Type: Rural

Public Hearing Date: 5/24/2016
Public Hearing Advertised: Newspaper; Posted at School Offices, District Office, District Website, Coachella City Hall, Salton City Post Office

Local Board Approval Date: 5/24/2016

Community Council Reviewed By: District Facilities Committee; Board of Trustees
Community Council Reviewed Date: 5/24/2016
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Gregory Fromm
Position: Assistant Superintendent of Business and Finance
E-mail: gregory.fromm@cvusd.us
Telephone: 760-390-5137
Fax:

Bargaining Unit Date: 04/12/2016
Name: California School Employees Association Ch. 109
Representative: Beth Caskie
Title: CSEA Labor Relations Representative
Position: Neutral
Comments:

Bargaining Unit Date: 04/12/2016
Name: Coachella Valley Teachers Association
Representative: Richard Razo
Title: President of CVTA
Position: Neutral
Comments:

Attachment A

Education Code Sections to be Waived

Section 15106. [A unified school district or community college district may issue bonds that, in aggregation with bonds issued pursuant to Section 15270, shall not exceed 2.5 percent of the taxable property of the school district or community college district, or the school facilities improvement district, if applicable, as shown by the last equalized assessment of the county or counties in which the district is located.]

In computing the outstanding bonded indebtedness of a unified school district or community college district for all purposes of this section, any outstanding bonds shall be deemed to have been issued for elementary school purposes, high school purposes, and community college purposes, respectively, in the respective amounts that the proceeds of the sale of those outstanding bonds, excluding any premium and accrued interest received on that sale, were or have been allocated by the governing board of the unified school district or community college district to each of those purposes respectively.

Section 15270(a). [Notwithstanding Sections 15102 and 15268, any unified school district may issue bonds pursuant to this article that, in aggregation with bonds issued pursuant to Chapter 1 (commencing with Section 15100), may not exceed 2.5 percent of the taxable property of the district as shown by the last equalized assessment of the county or counties in which the district is located.] The bonds may only be issued if the tax rate levied to meet the requirements of Section 18 of Article XVI of the California Constitution in the case of indebtedness incurred pursuant to this chapter at a single election, by a unified school district, would not exceed sixty dollars (\$60) per year per one hundred thousand dollars (\$100,000) of taxable property when assessed valuation is projected by the district to increase in accordance with Article XIII A of the California Constitution.

Attachment B

Circumstances behind the Request and Why the Waiver is Necessary

Coachella Valley Unified School District is requesting this waiver to apply to the general obligation bond authorizations previously approved by voters in 2005 via a bond measure (designated as Measure "D") and in 2012 via a bond measure (designated as Measure "X"). The Measure D and Measure X elections were conducted in both Riverside and Imperial Counties to conform with the District's boundaries.

On March 3, 2005, the Board of Trustees ("Board") of the Coachella Valley Unified School District ("District") adopted Resolution No. 2005-117, which called a general obligation bond election within the District for June 7, 2005, pursuant to the provisions of the California Constitution and related California law. On June 7, 2005, the voters within the District voted to approve the bond measure (Measure "D") to authorize the District to issue general obligation bonds to finance certain specified capital projects and facilities by more than the required two-thirds (2/3) vote. At that election the qualified electors of the District approved the issuance and sale of general obligation bonds of the District for various purposes, as set forth in the ballot measure submitted to the voters, in the maximum amount of \$250,000,000, payable from the levy of *ad valorem* taxes against the taxable property in the District.

The Board, through the County of Riverside ("County") previously issued its Coachella Valley Unified School District General Obligation Bonds, 2005 Election, Series A, Series A ("2005 Series A Bonds"), in the initial par amount of \$49,998,180, in 2005. The Board, through the County, previously issued its Coachella Valley Unified School District General Obligation Bonds, 2005 Election, Series B ("Series B Bonds"), in the initial par amount of \$30,000,000, in 2008. The Board, through the County, previously issued its Coachella Valley Unified School District General Obligation Bonds, 2005 Election, Series C ("Series C Bonds") in the initial par amount of \$24,990,463, in 2010. The Board, through the County, previously issued its Coachella Valley Unified School District General Obligation Bonds, 2005 Election, Series D ("Series D Bonds") in the initial par amount of \$54,999,882, in 2012. The Board, through the County, previously issued its Coachella Valley Unified District General Obligation Bonds, 2005 Election, Series 2016-E ("Series E Bonds"), in the amount of \$39,680,000. Proceeds of the 2005 Series A Bonds, Series B Bonds, Series C Bonds, Series D Bonds, and Series E Bonds were used for various District capital facilities projects.

Based upon the current facilities plans of the District, and subject to the limitations of State law, the Board is expected to adopt a resolution authorizing authorize the issuance and sale of not to exceed \$50,331,475.00 of the Coachella Valley Unified School District General Obligation Bonds, 2005 Election, Series 2016-F ("Series 2016-F Bonds").

On June 14, 2012, the Board adopted Resolution No. 2012-87, which called a general obligation bond election within the District for November 6, 2012, pursuant to the provisions of the California Constitution and related California law. On November 6, 2012, the voters within the District voted to approve the bond measure (designated as Measure "X") to authorize the District to issue general obligation bonds to finance certain capital projects and facilities by more than the required 55% vote (under Proposition 39). At that election the qualified electors of the District approved the issuance and sale of general obligation bonds of the District for various purposes, as set forth in the ballot measure submitted to the voters, in the maximum amount of \$41,000,000, payable from the levy of *ad valorem* taxes against the taxable property in the District.

The Board, through the County, previously issued its Coachella Valley Unified School District General Obligation Bonds, 2012 Election, Series A (“2012 Series A Bonds”), in the initial par amount of \$20,255,000. The Board, through the County, previously issued its 2012 Election, Series B (“2012 Series B Bonds”), in the initial par amount of \$5,865,000. Proceeds of the 2012 Series A Bonds and Series B were used for capital projects, facilities, and supporting technology infrastructure and equipment. As of June 20, 2016, \$14,800,000 of authorized but unissued bond authority remains under Measure X.

To allow the District to issue additional general obligation bonds over and above the current applicable statutory bonding capacity limit of 2.5% of assessed valuation within the District, the District is pursuing this waiver of statutory limits from the State Board of Education. The District is requesting that the bonded indebtedness limit be increased by 0.75%, raising the limit to 3.25% of the assessed valuation within the District. The District requests that the proposed waiver extend to all the authorized and unissued bonds under Measure D and Measure X. The District will use the additional funds for capital projects, infrastructure, and technology upgrades. Improved school facilities, classrooms, and updated technology resources are expected to assist the District to meet its goal of improved student performance.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

General Waiver

<p>SUBJECT</p> <p>Request by Monterey County Office of Education for a renewal waiver of portions of California <i>Education Code</i> Section 35706, regarding the 120-day timeline between the first public hearing and action on a petition by the County Committee on School District Organization.</p> <p>Waiver Number: 6-7-2016</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUES

California *Education Code (EC)* Section 35706 requires a county committee on school district organization (county committee) to take action on a proposal to reorganize a school district within 120 days of conducting the first public hearing on the proposal. In Monterey County, the Monterey County Board of Education (County Board) acts as the County Committee.¹ The County Board has received a proposal to form a new unified school district from the territory of the Greenfield Union Elementary School District (UESD) and the corresponding portion of the South Monterey County Joint Union High School District (JUHSD). The County Board is requesting that the California State Board of Education (SBE) waive the 120-day timeline.

This is a waiver renewal. The SBE approved a previous waiver of this timeline at its March 2016 meeting (Waiver Number 8-1-2016). That approval was for a three month period from April 6, 2016, to July 5, 2016. The current request, if approved by the SBE, will allow the County Board an additional 21 months to work with the affected school districts to address the complex fiscal issues involved with forming a new Greenfield unified school district.

Authority for Waiver: *EC* Section 33050

RECOMMENDATION

Approval **Approval with conditions** **Denial**

The California Department of Education (CDE) recommends that the SBE approve the request by the Monterey County Office of Education (COE) to waive the portion of *EC*

¹ *EC* Section 4020 et seq. provides that the SBE, upon request by a county committee or a county board, may transfer "all duties, powers, purposes, responsibilities, and jurisdiction" of the county committee to the county board. The SBE has approved this transfer to the County Board.

Section 35706, which requires a county committee to take action within 120 days on a proposal to reorganize a school district.

SUMMARY OF KEY ISSUES

A county committee is required by statute to conduct public hearings whenever it receives a proposal to reorganize school districts. *EC* Section 35706 mandates that the county committee take action on the reorganization proposal within 120 days of conducting the first public hearing on the proposal. In Monterey County, all “duties, powers, purposes, responsibilities, and jurisdiction” regarding school district organization are vested with the County Board (pursuant to *EC* Section 4020 et seq.). On or about November 19, 2015, the Monterey County Superintendent of Schools (County Superintendent) transmitted to the County Board a valid voter petition to create a new unified school district from the territory of the Greenfield UESD and the corresponding portion of the South Monterey County JUHSD. The County Board conducted the first public hearing for the proposal on December 8, 2015.

The South Monterey County JUHSD operates two comprehensive high schools—Greenfield High and King City High. The Greenfield High School is geographically located within the boundaries of the Greenfield UESD. Thus, if the Greenfield unification proposal is approved, the Greenfield High School would become the property of a new Greenfield unified school district (pursuant to *EC* Section 35560).

In 2009, the South Monterey County JUHSD governing board determined it could not meet its fiscal obligations. Pursuant to *EC* Section 41320, the district requested and received an emergency loan, with Greenfield High School serving as collateral. Subsequently, the County Superintendent discovered that the loan has a covenant that appears to place a prohibition on reorganization of the high school district. In order to adequately analyze the unification proposal, the County Superintendent and the County Board must determine the legal and fiscal implications of the unification, especially the transfer of the Greenfield High School (the collateral for the emergency loan). Due to the complexities of these implications, the County Superintendent and the County Board need more time than the 120 days allowed under *EC* Section 35706, and the three month extension allowed by the SBE in March 2016.

If approved, this waiver will provide the County Board an additional 21 months to complete its analyses and take action on the Greenfield unification proposal. The waiver request is supported by all affected parties.

Given the above circumstances and support, the lack of local opposition to the waiver requests at public hearings conducted by the County Board, and the CDE’s determination that none of the reasons for denial in *EC* Section 33051(a) exist, the CDE recommends that the SBE approve the request by the Monterey COE to waive the portion of *EC* Section 35706, which requires a county committee to take action within 120 days on a proposal to reorganize a school district.

Demographic Information:

The Greenfield UESD has a student population of 3,448 and is located in a rural area of

Monterey County.

The South Monterey County JUHSD has a student population of 2,033 and is located in a rural area of Monterey County.

Because this is a general waiver, if the SBE decides to deny the waiver, it must cite one of the seven reasons in EC 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This is a waiver renewal. At its March 2016 meeting, the SBE approved a request by the Monterey COE to waive the 120-day timeline for county committee action on the Greenfield unification proposal. The period of request for that waiver was for three months. The current waiver, if approved, will extend that original period of request to two years minus one day.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval or disapproval of the waiver request will not have negative fiscal effects on any local or state agency.

ATTACHMENT(S)

Attachment 1: Summary Table (2 pages)

Attachment 2: Monterey County Office of Education General Waiver Request 6-7-2016 (4 pages). (Original waiver request is signed and on file in the Waiver Office.)

Summary Table

Waiver Number	District	Period of Request	Bargaining Unit, Representatives Consulted, Date, and Position	Public Hearing Board Approval Date	Public Hearing Advertisement	SSC/Advisory Committee Position
6-7-2016	Monterey County Office of Education	<p>Requested: July 5, 2016 to April 5, 2018</p> <p>Recommended: July 6, 2016 to April 4, 2018</p>	<p>Greenfield Teachers Association, Maria Abercrombie President 7/11/2016 Support</p> <p>California Teachers Association-Greenfield High, John Radcliff President 7/8/2016 Support</p> <p>California Teachers Association-King City High, Ralph Rianda President 7/18/2016 Neutral</p> <p>Monterey County Office of Education Teachers Association, Melanie Crall President 7/12/2016 Support</p> <p><i>Bargaining Unit Information (continued on next page)</i></p>	7/13/2016	Notice posted in a newspaper of general circulation, at the district offices, and at schoolsites.	<p>All schoolsite councils in Greenfield Union Elementary School District and South Monterey County Joint Union High School District, 7/8/2016 No objections</p>

			<p><i>Bargaining Unit Information (continued)</i></p> <p>California School Employees Association, Greenfield Union Elementary Bertha Gonzales President 7/13/2016 Support</p> <p>California School Employees Association, South Monterey County Joint Union High Teresa Gama President 7/12/2016 Support</p> <p>California School Employees Association, Monterey County Office of Education, Becki Hadley President 7/13/2016 Oppose*</p>			
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* The California School Employees Association of the Monterey County Office of Education provided the following reasoning for its opposition: *Both districts would benefit if the loan is fully paid off before Greenfield Union Elementary SD unifies. By waiting two years, a Greenfield Unified SD would not have to commit to paying teachers at the higher wages currently in place at the South Monterey County Joint Union High SD. In two years, the loan will still exist but with a lower level.*

Note that the Association supported the initial waiver request approved by the State Board of Education at its March 2016 meeting.

California Department of Education
WAIVER SUBMISSION - General

CD Code: 2710272

Waiver Number: 6-7-2016

Active Year: 2016

Date In: 7/14/2016 1:25:55 PM

Local Education Agency: Monterey County Office of Education
Address: 901 Blanco Cir.
Salinas, CA 93912

Start: 7/5/2016

End: 4/5/2018

Waiver Renewal: Y

Previous Waiver Number: 8-1-2016-W-13

Previous SBE Approval Date: 3/9/2016

Waiver Topic: School District Reorganization
Ed Code Title: Timeline Requirements
Ed Code Section: 35706(a)
Ed Code Authority: 33050

Ed Code or CCR to Waive: [(a) Within 120 days of the commencement of the first public hearing on the petition,] the county committee shall recommend approval or disapproval of a petition for unification of school districts or for the division of the territory of an existing school district into two or more separate school districts, as the petition may be augmented, or shall approve or disapprove a petition for the transfer of territory, as the petition may be augmented.

Outcome Rationale: We seek to further waive the 120 day timeline set forth in Ed Code 35705(a) in regards to the citizens' petition entitled 'Petition for Transfer of Territory from the South Monterey County Joint Unified School District to the Greenfield Union Elementary School District and for the creation of Greenfield Unified School District' filed pursuant to Ed Code 35700(a) proposing the unification of the territory of Greenfield Union Elementary School District with the coterminous territory of the South Monterey County Joint Union High School District at the September 16, 2016, State Board of Education meeting. This unification matter is unprecedented in California due to the financial issues entailed in the state loan. Significant analysis has been done by School Services of California and by MCOE, and the findings were presented at the June 27, 2016, meeting of the County Committee on School District Organization. While more analysis and information is needed, much has been accomplished and both districts have a basis for working together. The complicated financial issue of the state loan must be resolved and the extended timeline will allow the process to be completed before the County Committee must take final action on the petition.

Student Population: 5481

City Type: Rural

Public Hearing Date: 7/13/2016

Public Hearing Advertised: newspaper of general circulation; posted at district offices and school sites

Local Board Approval Date: 7/13/2016
Community Council Reviewed By: See attached list of school site councils
Community Council Reviewed Date: 7/8/2016
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N
Categorical Program Monitoring: N

Submitted by: Dr. Nancy Kotowski
Position: Monterey County Superintendent of Schools
E-mail: kotowski@monterey.k12.ca.us
Telephone: 831-755-0301

Bargaining Unit Date: 07/08/2016
Name: Classified School Employees Association
Representative: Bertha Gonzales
Title: President
Position: Support
Comments:

Bargaining Unit Date: 07/08/2016
Name: Classified School Employees Association SMCJUHSD
Representative: Teresa Gama
Title: President
Position: Support
Comments:

Bargaining Unit Date: 07/08/2016
Name: CTA Greenfield High School
Representative: John Radcliff
Title: President
Position: Support
Comments:

Bargaining Unit Date: 07/08/2016
Name: CTA King City High School
Representative: Ralph Rianda
Title: President
Position: Support
Comments:

Bargaining Unit Date: 07/08/2016
Name: Greenfield Teachers Association
Representative: Maria Abercrombie
Title: President
Position: Support
Comments:

Attachment

School Site Council Contacts- contacted by telephone and email

GUSD - Greenfield Union School District
SMOUHSD - South Monterey County Joint Union High School
District MCOE - Monterey County Office Of Education

DISTRICT	SCHOOL NAME	SSCONTACT	POSITION
GUSD	Cesar Chavez Elementary	Shelley Duttarar; Paddy Douglas, Principal	Support
GUSD	Oak Avenue Elementary	Dalia Espinoza; Jeannette Ramirez, Principal	Support
GUSD	Vista Verde Middle School	Dee Heckman; Traci Gholar, Principal	Support
GUSD	Mary Chapa Academy	Maria Villagomez & Maria Gasca; Sonia Aramburo, Principal	Support
SMOUHSD	King City High School	Nancy Reyes; Janet Matos, Principal	
SMOUHSD	Greenfield High School	Veronica Hernandez; Francis Lynch, Principal	

Bargaining Unit Contacts – contacted by telephone and email

GUSD- Greenfield Union School District
SMOUHSD- South Monterey County Joint Union High School District
MCOE- Monterey County Office of Education

DISTRICT	BARGAINING UNIT	BU PRESIDENT	POSITION
GUSD	Classified School Employees Association	Bertha Gonzales	Support
GUSD	Greenfield Teachers Association	Maria Abercrombie	Support
SMOUHSD	Classified School Employees Association	Teresa Gama	Support
SMOUHSD	CTA Greenfield High School	John Radcliff	
SMOUHSD	CTA King City High School	Ralph Rianda	
MCOE	MCOETA	Melanie Crall	Support

MCOE	Classified School Employees Association	Becki Hadley	Oppose
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Other

			POSITION
SMOUHSD Board			
Greenfield USD	Board and Superintendent	Dr. Kimberly Berman, Supt.	Support (via public comment)



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

Specific Waiver

SUBJECT	<input checked="" type="checkbox"/> Action
Request by eight local educational agencies under the authority of California <i>Education Code</i> Section 52863 for waivers of <i>Education Code</i> Section 52852, relating to schoolsite councils regarding changes in shared, composition, or shared and composition members.	<input checked="" type="checkbox"/> Consent
Waiver Numbers: Briggs Elementary School District 11-6-2016 Davis Joint Unified School District 6-6-2016 Davis Joint Unified School District 7-6-2016 Davis Joint Unified School District 8-6-2016 Dunsmuir Joint Union High School District 5-5-2016 Elkins Elementary School District 14-5-2016 Hanford Joint Union High School District 34-6-2016 Los Angeles Unified School District 18-6-2016 Los Angeles Unified School District 19-6-2016 Modoc Joint Unified School District 25-6-2016 Southern Trinity Joint Unified School District 1-5-2016	

SUMMARY OF THE ISSUE(S)

Specific authority is provided in California *Education Code (EC)* Section 52863 to allow the State Board of Education (SBE) to waive the Schoolsite Council (SSC) requirements contained in *EC* Section 52852 of the School-Based Coordination Program (SBCP) Act that would hinder the success of the program implementation. These waivers must be renewed every two years.

Authority for Waiver: *EC* Section 52863

RECOMMENDATION

Approval Approval with conditions Denial

The California Department of Education (CDE) recommends approval with conditions, see Attachment 1.

SUMMARY OF KEY ISSUES

The Briggs Elementary School District is requesting to renew a shared SSC for two small schools: Briggs Elementary School (13 teachers serving 286 students in grades

five through eight) and Olivelihoods Elementary School (14 teachers serving 289 students in kindergarten through grade four). The two schools share many staff members including the principal, the resource teacher, the part-time psychologist, the 4-day speech therapist, the music teacher, and the facility maintenance staff. In addition, the schools jointly conduct staff development activities. Furthermore, they share the parent/faculty organization, the English Learner Advisory Committee, and the Migrant Committee. Located in close proximity in a rural area, they serve the same attendance area.

The Davis Joint Unified School District is requesting to renew an SSC composition change for a small school: King Continuation High School (6 teachers serving 70 students in grades ten through twelve). The school is located in a suburban area.

The Davis Joint Unified School District is requesting to renew an SSC composition change for Fairfield Elementary School (2 teachers serving 48 students in kindergarten through grade three). The school is located in a suburban area.

The Davis Joint Unified School District is requesting to renew an SSC composition change for a small school: Davis School for Independent Study Program (10 teachers serving 100 students in kindergarten through grade twelve). The school is located in a suburban area.

The Dunsmuir Joint Union High School District is requesting to renew a shared SSC with composition change for two small high schools: Dunsmuir High School (7 teachers serving 66 students in grades nine through twelve) and Dunsmuir Joint Union High Community Day School (1 teacher serving 2 students in grades nine through twelve). The schools share the principal and are located on the same campus in a rural area.

The Elkins Elementary School District is requesting an SSC composition change for a small school: Elkins Elementary School (1 teacher serving 16 students in kindergarten through grade eight). The school has only one part-time administrator who is also the only full-time teacher, and very limited other staffing. It is located in a rural area.

The Hanford Joint Union High School District is requesting to renew a shared SSC for two small schools: Earl F. Johnson (Continuation) High School (5 teachers serving 125 students in grades ten through twelve) and Hanford Night (Continuation) School (7 teachers serving 75 students in grades ten through twelve). The two schools share the same core curriculum, instructional materials, supplies, and equipment. They also share similar student populations, off track for graduation and/or with attendance problems. They are located on the same campus in a rural area.

The Los Angeles Unified School District is requesting an SSC composition change for a small school: Monterey Continuation High School (3 teachers serving 59 students in grades nine through twelve). The school is located in an urban area.

The Los Angeles Unified School District is requesting a shared SSC with composition change for five small schools: Charles Leroy Lowman Special Education Center (20 teachers serving 152 students in preschool through grade twelve), Berenece Carlson

Home Hospital School (165 teachers serving 460 students in kindergarten through grade twelve), Ernest P. Willenberg Special Education Center (27 teachers serving 170 students in preschool through grade twelve), James J. McBride Special Education Center (8 teachers serving 58 students in grades six through twelve), and Frank Lanterman High School (20 teachers serving 128 students in grades six through twelve). These schools are special education centers serving students with severe physical and cognitive disabilities. They are located in an urban area.

The Modoc Joint Unified School District is requesting two separate shared SSCs for four small schools: (1) Modoc High School (14 teachers serving 195 students in grades nine through twelve) and Warner (Continuation) High School (1 teacher serving 12 students in grades nine through twelve); and (2) Modoc Middle School (11 teachers serving 192 students in grades six through eight) and High Desert Community Day School (1 teacher serving 1 student in grades seven through nine). Warner Continuation High School has a high transient student population and very limited staffing. The school shares, with Modoc High School, the principal, the assistant principal, the secretary, and the attendance clerk. They are located across the street from each other. High Desert Community Day School is extremely small with only one student enrolled at the time and is located within one mile from Modoc Middle School. All four schools reside in a rural area.

The Southern Trinity Joint Unified School District is requesting to renew a shared SSC with composition change for three small schools: Van Duzen Elementary School (4 teachers serving 71 students in kindergarten through grade eight), Southern Trinity High School (6 teachers serving 30 students in grades nine through twelve), and Mt. Lassic High Continuation School (1 teacher serving 3 students in grades nine through twelve). The schools are located next to one another in the same rural area.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The CDE has previously presented requests from local educational agencies (LEAs) to waive some of the SSC requirements in *EC* Section 52863 or to allow one shared SSC for multiple schools. All of these requests have been granted with conditions. The conditions take into consideration the rationale provided by the LEAs, a majority of which are due to the size, type, location, or other capacities of the schools.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver approval.

ATTACHMENT(S)

Attachment 1: Local Educational Agencies Requesting a Schoolsite Council Waiver (7 Pages)

Attachment 2: Briggs Elementary School District Specific Waiver Request 11-6-2016 (3 Pages) (Original waiver request is signed and on file in the Waiver Office.)

- Attachment 3: Davis Joint Unified School District Specific Waiver Request 6-6-2016 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 4: Davis Joint Unified School District Specific Waiver Request 7-6-2016 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 5: Davis Joint Unified School District Specific Waiver Request 8-6-2016 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 6: Dunsmuir Joint Union High School District Specific Waiver Request 5-5-2016 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 7: Elkins Elementary School District Specific Waiver Request 14-5-2016 (1 Page) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 8: Hanford Joint Union High School District Specific Waiver Request 34-6-2016 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 9: Los Angeles Unified School District Specific Waiver Request 18-6-2016 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 10: Los Angeles Unified School District Specific Waiver Request 19-6-2016 (3 Pages) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 11: Modoc Joint Unified School District Specific Waiver Request 25-6-2016 (3 Pages) (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 12: Southern Trinity Joint Unified School District Specific Waiver Request 1-5-2016 (2 Pages) (Original waiver request is signed and on file in the Waiver Office.)

Local Educational Agencies Requesting a Schoolsite Council Waiver

Waiver Number	Local Educational Agency (LEA) for School(s) (County-District-School Code[s])	LEAs Request for a Schoolsite Council (SSC) Waiver	California Department of Education Recommendation	Previous Waiver Yes or No Period of Request/ Period Recommended	Collective Bargaining Unit Position/ Current Agreement	SSC/Advisory Committee Position	Local Board Approval Date
11-6-2016	Briggs Elementary School District for Briggs Elementary School (5672447 6054969) and Oliveland Elementary School (5672447 6054977)	Shared SSC	Approval with conditions: the SSC must consist of one principal, three classroom teachers (selected by peers), one other school representative (selected by peers), and five parents/community members (selected by parents).	Yes Requested: 07/01/2015 to 06/30/2017 Recommended: 07/01/2015 to 06/30/2017	Briggs Teachers Association Javier Mena President 05/11/2016 Support	Briggs Elementary School and Oliveland Elementary School shared SSC 05/16/2016 No Objection	06/08/2016
6-6-2016	Davis Joint Unified School District for King Continuation High School (5772678 5732219)	SSC composition change	Approval with conditions: the SSC must consist of one principal, two classroom teachers (selected by peers), one other school representative (selected by peers), two parents/community members (selected by parents), and two students (selected by peers).	Yes Requested: 07/01/2016 to 06/30/2018 Recommended: 07/01/2016 to 06/30/2018	Davis Teachers Association Frank Thomsen President 05/12/2016 Support	King Continuation High School SSC 03/11/2016 No Objection	06/02/2016

Waiver Number	Local Educational Agency (LEA) for School(s) (County-District-School Code[s])	LEAs Request for a Schoolsite Council (SSC) Waiver	California Department of Education Recommendation	Previous Waiver Yes or No Period of Request/ Period Recommended	Collective Bargaining Unit Position/ Current Agreement	SSC/Advisory Committee Position	Local Board Approval Date
7-6-2016	Davis Joint Unified School District for Fairfield Elementary School (5772678 6056253)	SSC composition change	Approval with conditions: the SSC must consist of one principal, two classroom teachers (selected by peers), and three parents/community members (selected by parents).	Yes Requested: 07/01/2016 to 06/30/2018 Recommended: 07/01/2016 to 06/30/2018	California School Employees Association Jim Herrington President 05/11/2016 Support Davis Teachers Association Frank Thomsen President 05/11/2016 Support	Fairfield Elementary School SSC 03/09/2016 No Objection	06/02/2016
8-6-2016	Davis Joint Unified School District for Davis School for Independent Study Program (5772678 5730098)	SSC composition change	Approval with conditions: the SSC must consist of one principal, two classroom teachers (selected by peers), one other school representative (selected by peers), two parents/community members (selected by parents), and two students (selected by peers).	Yes Requested: 07/01/2016 to 06/30/2018 Recommended: 07/01/2016 to 06/30/2018	Davis Teachers Association Frank Thomsen President 03/08/2016 Support	Davis School for Independent Study Program SSC 03/15/2016 No Objection	06/02/2016

Waiver Number	Local Educational Agency (LEA) for School(s) (County-District-School Code[s])	LEAs Request for a Schoolsite Council (SSC) Waiver	California Department of Education Recommendation	Previous Waiver Yes or No Period of Request/ Period Recommended	Collective Bargaining Unit Position/ Current Agreement	SSC/Advisory Committee Position	Local Board Approval Date
5-5-2016	Dunsmuir Joint Union High School District for Dunsmuir High School (4770250 4732707) and Dunsmuir Joint Union High Community Day School (4770250 4730164)	Shared SSC and composition change	Approval with conditions: the SSC must consist of one principal, two classroom teachers (selected by peers), one other school representative (selected by peers), two parents/community members (selected by parents), and two students (selected by peers).	Yes Requested: 07/01/2016 to 06/30/2018 Recommended: 07/01/2016 to 06/30/2018	Dunsmuir Classified Employees Association Jeff Ogden Chairperson 04/08/2016 Support California Teachers Association Dunsmuir High School/Southern Siskiyou County Unit Pam May Chairperson 04/08/2016 Support	Dunsmuir High School and Dunsmuir Joint Union High Community Day School shared SSC 05/04/2016 No Objection	05/11/2016
14-5-2016	Elkins Elementary School District for Elkins Elementary School (5271514 6053508)	SSC composition change	Approval with conditions: the SSC must consist of one principal/classroom teacher, one other school representative (selected by peers), and two parents/community members (selected by parents).	No Requested: 07/01/2016 to 06/30/2018 Recommended: 07/01/2016 to 06/30/2018	None indicated	Elkins Elementary School SSC 05/23/2016 No Objection	05/23/2016

Waiver Number	Local Educational Agency (LEA) for School(s) (County-District-School Code[s])	LEAs Request for a Schoolsite Council (SSC) Waiver	California Department of Education Recommendation	Previous Waiver Yes or No Period of Request/ Period Recommended	Collective Bargaining Unit Position/ Current Agreement	SSC/Advisory Committee Position	Local Board Approval Date
34-6-2016	Hanford Joint Union High School District for Earl F. Johnson (Continuation) High School (1663925 1634245) and Hanford Night (Continuation) School (1663925 1630060)	Shared SSC	Approval with conditions: the SSC must consist of one principal, four classroom teachers (selected by peers), one other school representative (selected by peers), three parents/community members (selected by parents), and three students (selected by peers).	Yes Requested: 10/23/2016 to 10/23/2018 Recommended: 10/23/2016 to 10/22/2018	Hanford Secondary Educators Association Dwayne Tubbs President 03/22/2016 Support	Earl F. Johnson (Continuation) High School and Hanford Night (Continuation) School shared SSC 05/10/2016 No Objection	06/28/2016
18-6-2016	Los Angeles Unified School District for Monterey Continuation High School (1964733 1931989)	SSC composition change	Approval with conditions: the SSC must consist of one principal, three classroom teachers (selected by peers), one other school representative (selected by peers), three parents/community members (selected by parents), and two students (selected by peers).	No Requested: 07/01/2016 to 06/30/2017 Recommended: 07/01/2016 to 06/30/2017	United Teachers of Los Angeles Colleen Schwab Secondary Vice President 03/10/2016 Support	Monterey Continuation High School SSC 03/08/2016 No Objection	05/10/2016

Waiver Number	Local Educational Agency (LEA) for School(s) (County-District-School Code[s])	LEAs Request for a Schoolsite Council (SSC) Waiver	California Department of Education Recommendation	Previous Waiver Yes or No Period of Request/ Period Recommended	Collective Bargaining Unit Position/ Current Agreement	SSC/Advisory Committee Position	Local Board Approval Date
19-6-2016	Los Angeles Unified School District for Charles Leroy Lowman Special Education Center (1964733 6060461), Berenece Carlson Home Hospital School (1964733 6069157), Ernest P. Willenberg Special Education Center (1964733 6060503), James J. McBride Special Education Center (1964733 6060511), and Frank Lanterman High School (1964733 1931658)	Shared SSC with composition change	Approval with conditions: the SSC must consist of one principal, three classroom teachers (selected by peers), one other school representative (selected by peers), and five parents/community members (selected by parents).	<p align="center">No</p> <p>Requested: 07/01/2016 to 06/30/2017</p> <p>Recommended: 07/01/2016 to 06/30/2017</p>	<p>United Teachers of Los Angeles Colleen Schwab Secondary Vice President 03/10/2016</p> <p>Support</p>	<p>Charles Leroy Lowman Special Education Center SSC 11/12/2015</p> <p>No Objection</p> <p>Berenece Carlson Home Hospital School SSC 04/15/2016</p> <p>No Objection</p> <p>Ernest P. Willenberg Special Education Center SSC 09/28/2015</p> <p>No Objection</p> <p>James J. McBride Special Education Center SSC 09/11/2015</p> <p>No Objection</p> <p>Frank Lanterman High School SSC 10/08/2015</p> <p>No Objection</p>	05/10/2016

Waiver Number	Local Educational Agency (LEA) for School(s) (County-District-School Code[s])	LEAs Request for a Schoolsite Council (SSC) Waiver	California Department of Education Recommendation	Previous Waiver Yes or No Period of Request/ Period Recommended	Collective Bargaining Unit Position/ Current Agreement	SSC/Advisory Committee Position	Local Board Approval Date
25-6-2016	Modoc Joint Unified School District for Modoc High School (2573585 2535409), Warner (Continuation) High School (2573585 2530020), Modoc Middle School (2573585 6058697), and High Desert Community Day School (2573585 2530111)	Shared SSCs (2 separate ones)	<p>Approval with conditions: the SSC for</p> <p>1) Modoc High School and Warner (Continuation) High School must consist of one principal, four classroom teachers (selected by peers), one other school representative (selected by peers), three parents/community members (selected by parents), and three students (selected by peers).</p> <p>2) Modoc Middle School and High Desert Community Day School must consist of one principal, three classroom teachers (selected by peers), one other school representative (selected by peers), and five parents/community members (selected by parents).</p>	<p>No</p> <p>Requested: 08/25/2016 to 06/09/2018</p> <p>Recommended: 08/25/2016 to 06/09/2018</p>	<p>Modoc Teachers Association Amy Britton Co-President 05/18/2016</p> <p>Support</p> <p>Teamsters 137 Ronda Lindgren President 05/18/2016</p> <p>Support</p>	<p>Modoc High School and Warner (Continuation) High School shared SSC 05/26/2016</p> <p>No Objection</p> <p>Modoc Middle School and High Desert Community Day School shared SSC 05/26/2016</p> <p>No Objection</p>	05/17/2016

Waiver Number	Local Educational Agency (LEA) for School(s) (County-District-School Code[s])	LEAs Request for a Schoolsite Council (SSC) Waiver	California Department of Education Recommendation	Previous Waiver Yes or No Period of Request/ Period Recommended	Collective Bargaining Unit Position/ Current Agreement	SSC/Advisory Committee Position	Local Board Approval Date
1-5-2016	Southern Trinity Joint Unified School District for Van Duzen Elementary School (5373833 6053805), Southern Trinity High School (5373833 5337423), and Mt. Lassic High Continuation School (5373833 5330030)	Shared SSC and composition change	Approval with conditions: the SSC must consist of one principal, three classroom teachers (selected by peers), one other school representative (selected by peers), three parents/community members (selected by parents), and two students (selected by peers).	Yes Requested: 07/01/2016 to 06/30/2018 Recommended: 07/01/2016 to 06/30/2018	Southern Trinity Teachers Association Marie Block President 03/10/2016 Support	Van Duzen Elementary School, Southern Trinity High School, and Mt. Lassic High Continuation School shared SSC 03/17/2016 No Objection	04/19/2016

Created by the California Department of Education
May 10, 2016

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 5672447

Waiver Number: 11-6-2016

Active Year: 2016

Date In: 6/13/2016 3:29:14 PM

Local Education Agency: Briggs Elementary School District
Address: 12465 Foothill Rd.
Santa Paula, CA 93036

Start: 7/1/2015

End: 6/30/2017

Waiver Renewal: Y

Previous Waiver Number: 3-1-2014-W-16

Previous SBE Approval Date: 5/8/2014

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Shared Schoolsite Council
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: *EC 52863* Any governing board, on behalf of a school site council, may request the State Board of Education (SBE) to grant a waiver of any provision of this article. The State Board of Education may grant a request when it finds that the failure to do so would hinder the implementation or maintenance of a successful school-based coordinated program.

EC 52852 School Site councils for school sharing common services or attendance areas, administration and other characteristics.

EC 52852 A School Site council shall be established at [each school] that participates in school-based program coordination. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by the parents; and, in secondary schools, pupils selected by pupils attending the school.

Outcome Rationale: Please see attachment

Student Population: 578

City Type: Rural

Local Board Approval Date: 6/8/2016

Council Reviewed By: Briggs School Site Council

Council Reviewed Date: 5/16/2016

Council Objection: N

Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Deborah Cuevas
Position: Superintendent
E-mail: dcuevas@briggsesd.org
Telephone: 805-525-7540 x11
Fax:

Bargaining Unit Date: 05/11/2016
Name: Briggs Teachers Association
Representative: Javier Mena
Title: President
Position: Support
Comments:

ATTACHMENT

BRIGGS SCHOOL DISTRICT (56-72447)

- Olivelihoods School (6054977)
- Briggs School (6054969)

Desired outcome/rationale:

Approval of this waiver request will allow Olivelihoods and Briggs Schools to have a single School Site Council.

Olivelihoods School is a K-4 site. Briggs School is 5-8. We do not have overlapping grades. Both sites are administered by Deborah Cuevas (Superintendent) and Samuel Pacheco (Principal). They share (1) resource teacher, (1) part-time school psychologist, (1) 4 day a week speech therapist, (1) music teacher and facility maintenance staff.

- Both schools are located in a rural setting with approximately 3 miles between them.
- Olivelihoods School has 13 teachers.
- Briggs School has 12 teachers.
- Almost all of Briggs School students are former Olivelihoods students and a significant number of students in each school have siblings in other.
- The Briggs School District has two small elementary schools located near each other and serves common student and parent populations with no grade overlap and draw from a common attendance area. As a small school district it is very difficult to meet SSC membership requirements for two sites. There is a common Parent/Faculty Organization, a common English Learner Advisory Committee and common Migrant Committee. All district teachers meet together for all paid staff development days. Since the primary purpose of the SSC is to advise on instructional improvement K-8 we would ensure that there was teacher representation from both sites. To have a separate SSC would unnecessarily duplicate efforts.

We propose to establish a single School Site Council, managed with by-laws and procedures that will ensure a parity of representation with the membership composition required by the California Education Code.

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 5772678

Waiver Number: 6-6-2016

Active Year: 2016

Date In: 6/7/2016 3:19:58 PM

Local Education Agency: Davis Joint Unified School District
Address: 526 B St.
Davis, CA 95616

Start: 7/1/2016

End: 6/30/2018

Waiver Renewal: Y

Previous Waiver Number: 3-5-2014-W-12

Previous SBE Approval Date: 9/3/2014

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Number and Composition of Members
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or CCR to Waive: 52852.

(a) A schoolsite council shall be established at each school that participates in school-based program coordination. The schoolsite council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by the parents; and, in secondary schools, pupils selected by pupils attending the school.

(b) (1) At the elementary level, the schoolsite council shall be constituted to ensure parity between (A) the principal, classroom teachers, and other school personnel; and (B) parents or other community members selected by parents.

(2) At the secondary level, the schoolsite council shall be constituted to ensure parity between (A) the principal, classroom teachers, and other school personnel; and (B) an equal number of parents, or other community members selected by parents, and pupils.

[(3) At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under subparagraph (A) of paragraphs (1) and (2).]

Outcome Rationale: This waiver will allow a reduction in the number of teachers that will be required to serve on the School Site Council. King Continuation High School is a 10th–12th grade school with 6 teachers, making it difficult to meet the Site council membership requirement of representation by a majority of teachers. The site proposes representation by two teachers instead of the four teachers required at the secondary level, and a subsequent reduction in the number of both students and parents from three to two for the maintenance of parity between school and community representation in the oversight of the school's programs and budget.

Student Population: 70

City Type: Suburban

Local Board Approval Date: 6/2/2016

Council Reviewed By: Martin Luther King (Jr.) High School Site Council
Council Reviewed Date: 3/11/2016
Council Objection: N
Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Kitty Hudson Cawley
Position: Manager, Student Achievement
E-mail: khudson@djusd.net
Telephone: 530-757-5300 x149
Fax: 530-757-5423

Bargaining Unit Date: 05/12/2016
Name: Davis Teachers Association
Representative: Frank Thomsen
Title: President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 5772678

Waiver Number: 7-6-2016

Active Year: 2016

Date In: 6/7/2016 3:36:39 PM

Local Education Agency: Davis Joint Unified School District
Address: 526 B St.
Davis, CA 95616

Start: 7/1/2016

End: 6/30/2018

Waiver Renewal: Y

Previous Waiver Number: 5-5-2014-W-12

Previous SBE Approval Date: 9/3/2014

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Number and Composition of Members
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or CCR to Waive: 52852.

(a) A schoolsite council shall be established at each school that participates in school-based program coordination. The schoolsite council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by the parents; and, in secondary schools, pupils selected by pupils attending the school.

(b) (1) At the elementary level, the schoolsite council shall be constituted to ensure parity between (A) the principal, classroom teachers[, and other school personnel]; and (B) parents or other community members selected by parents.

(2) At the secondary level, the schoolsite council shall be constituted to ensure parity between (A) the principal, classroom teachers, and other school personnel; and (B) an equal number of parents, or other community members selected by parents, and pupils.

[(3) At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under subparagraph (A) of paragraphs (1) and (2).]

Outcome Rationale: This waiver will allow a reduction in the number of teachers and other personnel that will be required to serve on the School Site Council. Fairfield Elementary School is a small school with two teachers and no full time classified employees; therefore, it is not possible to meet the Site Council membership requirement for teacher and other school personnel representation. The functioning School Site council will retain equity between staff and parents, thus providing appropriate oversight of the school's programs and budget.

Student Population: 48

City Type: Suburban

Local Board Approval Date: 6/2/2016

Council Reviewed By: Fairfield Elementary School Site Council

Council Reviewed Date: 3/9/2016
Council Objection: N
Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Kitty Hudson Cawley
Position: Manager, Student Achievement
E-mail: khudson@djusd.net
Telephone: 530-757-5300 x149
Fax: 530-757-5423

Bargaining Unit Date: 05/11/2016
Name: California State Employees Association
Representative: Jim Herrington
Title: President
Position: Support
Comments:

Bargaining Unit Date: 05/11/2016
Name: Davis Teachers Association
Representative: Frank Thomsen
Title: President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 5772678

Waiver Number: 8-6-2016

Active Year: 2016

Date In: 6/7/2016 3:48:49 PM

Local Education Agency: Davis Joint Unified School District
Address: 526 B St.
Davis, CA 95616

Start: 7/1/2016

End: 6/30/2018

Waiver Renewal: Y

Previous Waiver Number: 4-5-2014-W-12

Previous SBE Approval Date: 9/3/2014

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Number and Composition of Members
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or CCR to Waive: 52852.

(a) A schoolsite council shall be established at each school that participates in school-based program coordination. The schoolsite council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by the parents; and, in secondary schools, pupils selected by pupils attending the school.

(b) (1) At the elementary level, the schoolsite council shall be constituted to ensure parity between (A) the principal, classroom teachers, and other school personnel; and (B) parents or other community members selected by parents.

(2) At the secondary level, the schoolsite council shall be constituted to ensure parity between (A) the principal, classroom teachers, and other school personnel; and (B) an equal number of parents, or other community members selected by parents, and pupils.

[(3) At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under subparagraph (A) of paragraphs (1) and (2).]

Outcome Rationale: This waiver will allow a reduction in the number of teachers that will be required to serve on the School Site Council. Davis School for Independent Study is a K-12 school with ten teachers, making the Site Council membership requirement for representation by four teachers difficult to meet. The site proposes representation by two teachers instead of the required four teachers, and a subsequent reduction of both parent and student representation from three to two members for the maintenance of parity between school and community representation in the oversight of the school's programs and budget.

Student Population: 100

City Type: Suburban

Local Board Approval Date: 6/2/2016

Council Reviewed By: Davis School for Independent Study School Site Council
Council Reviewed Date: 3/15/2016
Council Objection: N
Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Kitty Hudson Cawley
Position: Manager, Student Achievement
E-mail: khudson@djusd.net
Telephone: 530-757-5300 x149
Fax: 530-757-5423

Bargaining Unit Date: 03/08/2016
Name: Davis Teachers Association
Representative: Frank Thomsen
Title: President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 4770250

Waiver Number: 5-5-2016

Active Year: 2016

Date In: 5/12/2016 1:23:55 PM

Local Education Agency: Dunsmuir Joint Union High School District
Address: 5805 High School Way
Dunsmuir, Ca 96025

Start: 7/1/2016

End: 6/30/2018

Waiver Renewal: Y

Previous Waiver Number: 9-6-2014-W-12

Previous SBE Approval Date: 9/3/2014

Waiver Topic: Schoolsite Council Statute

Ed Code Title: Shared Schoolsite Council with Reduced Number and Composition

Ed Code Section: 52852

Ed Code Authority: 52863

Ed Code or *CCR* to Waive: A schoolsite council shall be established at each school that participates in school-based program coordination. The schoolsite council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by the parents; and, in secondary schools, pupils selected by pupils attending the school.

Outcome Rationale: Dunsmuir Joint Union High School District is comprised of two schools under one roof: Dunsmuir High School with seven (8) credentialed teachers and Community Day School with one (1) credentials teacher. They share a Superintendent/Principal. DJUHSD is located in a community with repeated demonstration of non-participation in Site Council. The proposed Site Council composition would continue as approved in past years; one (1) principal, one (1) classified personnel, two (2) teachers (one from DHS and one (1) from CDS), two (2) students and two (2) parents for a total of eight (8) as opposed to the twelve (12) normally required. Our small schools have a limited number of teachers available, four (4) of whom coach athletic programs. The remaining teaching staff take turns as members of the Site Council for a period of time (1)year. With only two (2) teachers (25% of our combined teaching staff) seated on the council we can assure proper representation. It is easier to guarantee parental participation at this number. Representation of two (2) teachers, two (2) parents, two (2) students, and two (2) staff (principal and classified) provides for a fair and well-balanced council, representing a greater percentage of the student body and the community than three (3) of each would from a larger school.

Student Population: 68

City Type: Rural

Local Board Approval Date: 5/11/2016

Council Reviewed By: School Site Council
Council Reviewed Date: 5/4/2016
Council Objection: N
Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Ray Kellar
Position: Superintendent/Principal
E-mail: rkellar@sisnet.ssku.k12.ca.us
Telephone: 530-235-4835 x109
Fax: 530-235-4835

Bargaining Unit Date: 04/08/2016
Name: Dunsmuir Classified Employees Association
Representative: Jeff Ogden
Title: MOT
Position: Support
Comments:

Bargaining Unit Date: 04/08/2016
Name: Dunsmuir HS Unit/Southern Siskiyou County CTA
Representative: Pam May
Title: Teacher
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 5271514

Waiver Number: 14-5-2016

Active Year: 2016

Date In: 5/24/2016 9:55:14 AM

Local Education Agency: Elkins Elementary School District
Address: 2960 Elkins Rd.
Flournoy, Ca 96029

Start: 7/1/2016

End: 6/30/2018

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Number and Composition of Members
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: Ed Code requires a minimum of ten members for the School Site Council.

Outcome Rationale: Elkins School is a small rural school with a student population of 16. We employ a full time teacher, who is also part time administrator, one full time paraprofessional and three part time classified employees. We wish to form a four member School Site Council composed of the school administrator/teacher, one other school employee, and two parents or community members elected by parents.

Student Population: 16

City Type: Rural

Local Board Approval Date: 5/23/2016

Council Reviewed By: Elkins School Site Council
Council Reviewed Date: 5/23/2016
Council Objection: N
Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Marian Jensen
Position: Business Manager
E-mail: mjensen@elkinsschoolca.org
Telephone: 530-833-5580
Fax: 530-833-5580

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 1663925

Waiver Number: 34-6-2016

Active Year: 2016

Date In: 6/30/2016 8:09:49 AM

Local Education Agency: Hanford Joint Union High School District
Address: 823 West Lacey Blvd.
Hanford, CA 93230

Start: 10/23/2016

End: 10/23/2018

Waiver Renewal: Y

Previous Waiver Number: 30-5-2014-W-12

Previous SBE Approval Date: 9/3/2014

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Shared Schoolsite Council
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: *EC 52852* Schoolsite councils for small schools sharing common services or attendance areas, administration and other characteristics.

Outcome Rationale: The purpose of this waiver is to allow Earl F. Johnson High School (EFJ) and Hanford Night Continuation (HNC) to complete a joint Single Plan for Student Achievement. These schools share common services, attendance areas, and other characteristics.

EFJ has its own Principal. Approximately 125 students attend EFJ, which is staffed with 5 full time teachers. EFJ Continuation High School offers students in grades 10-12 increased opportunities for academic success in smaller class settings. EFJ students take the same core curriculum as students at the comprehensive high schools and take mastery tests to gauge progress. EFJ Continuation High School moved to its current location in 1994. The original building contains four classrooms, a cafeteria and administrative offices. In 2002, four modular classrooms were added to the site. In addition to buildings, EFJ has outdoor basketball courts and grass-covered grounds for use during physical education classes.

HNC is staffed with one Principal and 7 teachers, who provide instruction to approximately 75 students. The majority of these teachers are employed during the day at one of HJUHS's comprehensive high schools. All of the teachers in HNC are paid hourly. HJUHS's Night Continuation High School is housed at Earl F. Johnson Continuation High School. HNC students take the same core curriculum as students at the comprehensive high schools and take mastery tests to gauge progress.

Both schools have a similar population that is comprised of students who are typically off track for graduation and have exhibited attendance problems. Students must earn 220 units to get a diploma from HNC or EFJ. Students and teachers of both schools share materials, supplies, and equipment.

Student Population: 200

City Type: Rural

Local Board Approval Date: 6/28/2016

Council Reviewed By: Shared School Site Council - Earl F. Johnson High School/Hanford Night Continuation

Council Reviewed Date: 5/10/2016

Council Objection: N

Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Ward Whaley
Position: Director of Administrative Services
E-mail: wwhaley@hjuhsd.org
Telephone: 559-583-5901 x3126
Fax: 559-583-5932

Bargaining Unit Date: 03/22/2016
Name: Hanford Secondary Educators Association
Representative: Dwayne Tubbs
Title: President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 1964733

Waiver Number: 18-6-2016

Active Year: 2016

Date In: 6/22/2016 7:02:48 PM

Local Education Agency: Los Angeles Unified School District
Address: 333 South Beaudry Ave.
Los Angeles, CA 90017

Start: 7/1/2016

End: 6/30/2017

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Number and Composition of Members
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) [equal] numbers of parents, or other community members selected by parents, and pupils. At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a).

Outcome Rationale: The Los Angeles Unified School District has a small high school that does not have the minimum number of teachers to enable equal numbers of parents and students on the School Site Council. Monterey Continuation High School will have only 3 teachers in the 2016-2017 school year. It would form a SSC with 10 members: 3 teachers, 1 principal and 1 other on the staff side, and 3 parents and 2 students on the other half.

Student Population: 730340

City Type: Urban

Local Board Approval Date: 5/10/2016

Council Reviewed By: Monterey Continuation High School's School Site Council

Council Reviewed Date: 3/8/2016

Council Objection: N

Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Diane Panossian
Position: Administrator
E-mail: dpanossi@lausd.net
Telephone: 213-481-3350
Fax: 213-481-3392

Bargaining Unit Date: 03/10/2016
Name: United Teachers of Los Angeles
Representative: Colleen Schwab
Title: UTLA Secondary Vice President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 1964733

Waiver Number: 19-6-2016

Active Year: 2016

Date In: 6/22/2016 7:15:33 PM

Local Education Agency: Los Angeles Unified School District
Address: 333 South Beaudry Ave.
Los Angeles, CA 90017

Start: 7/1/2016

End: 6/30/2017

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Number and Composition of Members
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and [pupils].

Outcome Rationale: The Los Angeles Unified School District has schools for students with severe physical and cognitive disabilities in the Special Education Program. In these Special Education Centers, while the students are of high school age, their cognitive levels limit their ability to participate fully in a formal setting, such as a School Site Council. Under a Modified Consent Decree, Los Angeles Unified has transitioned as many students as possible to a regular school setting.

The Los Angeles Unified School District is requesting a waiver for the composition of the School Site Councils of these 5 Special Education Centers with high school students so they can adopt the elementary school composition requirements. Special Education Centers would form a SSC with 10 members: 3 teachers, 1 principal and 1 other on the staff side, and 5 parents on the other half.

Student Population: 730340

City Type: Urban

Local Board Approval Date: 5/10/2016

Council Reviewed By: Each school's School Site Council
Council Reviewed Date: See attached
Council Objection: N

Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Diane Panossian
Position: Administrator
E-mail: dpanossi@lausd.net
Telephone: 213-481-3350
Fax: 213-481-3392

Bargaining Unit Date: 03/10/2016
Name: United Teachers of Los Angeles
Representative: Colleen Schwab
Title: UTLA Secondary Vice President
Position: Support
Comments:

LAUSD Schools Requesting Waiver for School Site Council Composition

SCHOOL NAME	COUNTY DISTRICT SCHOOL CODE	LOCAL DISTRICT	TYPE	Date of SSC Approval
Charles Leroy Lowman Special Education Center	19 64733 6060461	Northeast	Special Education Center	11/12/15
Berenece Carlson Hospital Home School	19 64733 6069157	Northeast	Special Education Center	4/15/2016
Ernest P. Willenberg Special Education Center	19 64733 6060503	South	Special Education Center	9/28/2015
James J. McBride Special Education Center	19 64733 6060511	West	Special Education Center	9/11/2015
Frank Lanterman High School	19 64733 1931658	Central	Special Education Center	10/8/2015

The abovementioned schools are requesting a waiver for School Site Council composition because they have students of limited cognitive ability.

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 2573585

Waiver Number: 25-6-2016

Active Year: 2016

Date In: 6/27/2016 1:48:05 PM

Local Education Agency: Modoc Joint Unified School District
Address: 906 West Fourth St.
Alturas, CA 96101

Start: 8/25/2016

End: 6/9/2018

Waiver Renewal: Y

Previous Waiver Number: 18-5-2014-W-12

Previous SBE Approval Date: 9/3/2014

Waiver Topic: Schoolsite Council Statute
Ed Code Title: Shared Schoolsite Council
Ed Code Section: 52852
Ed Code Authority: 52863

Ed Code or *CCR* to Waive: *EC52852* Schoolsite councils for small schools sharing common services or attendance areas, administration and other characteristics.

Outcome Rationale: Please see the attachment. There will be two site councils with four schools.

Student Population: 789

City Type: Rural

Local Board Approval Date: 5/17/2016

Council Reviewed By: Modoc High/Warner Continuation Council, Modoc Middle/High Desert Council

Council Reviewed Date: 5/26/2016

Council Objection: N

Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Claire Crenshaw
Position: Superintendent's Secretary
E-mail: ccrenshaw@modoc.k12.ca.us
Telephone: 530-233-7201 x101
Fax:

Bargaining Unit Date: 05/18/2016
Name: Modoc Teachers Association
Representative: Amy Britton
Title: MTA Co-President
Position: Support
Comments:

Bargaining Unit Date: 05/18/2016
Name: Teamsters 137
Representative: Ronda Lindgren
Title: President
Position: Support
Comments:

Modoc Joint Unified School District is requesting that a waiver be granted to combine the following site councils within the District:

Modoc High School (grades 9-12) with Warner Continuation High School (grades 9-12) – Due to the transient nature and low number of students at Warner Continuation High School, we are requesting the state allow the Modoc High School Site Council, with representation from Warner Continuation High School to serve as the Site Council for both schools. The make-up of the combined Modoc High/Warner Continuation High School Site Council would be as follows:

1 Principal of Modoc High School who also serves as the principal for Warner High School
4 Teachers – 1 from Warner Continuation High School
1 Classified employee
6 Total

3 Students
3 Parents
6 Total

1. Current Warner Continuation High School enrollment is 12, with one certificated staff member; Current Modoc High School enrollment is 195, with 14 certificated staff members.
2. The Principal is the same for both schools; Warner Continuation High School has a different curriculum than Modoc High School; both schools share the secretary and attendance clerk and Assistant Principal; both schools address students and student needs in grades 10-12.
3. The schools are across the street from each other, less than a block away.

Modoc Middle School (grades 6-8) with High Desert Community Day School (grades 7-9) – Due to the transient nature and low number of students at High Desert Community Day School, we are requesting the State allow the Modoc Middle School Site Council, with representation from High Desert Community day School to serve as the Site Council for both schools. The make-up of the combined Modoc Middle School/High Desert Community Day School Site Council would be as follows:

1 Principal of Modoc Middle School
3 Teachers – 1 from High Desert Community Day School
1 Other Staff Member
5 Total

5 Parents
5 Total

1. Current Modoc Middle School enrollment is 192, with 11 certificated staff members. Current High Desert Community Day School enrollment is 1, with one certificated staff member.
2. They do not share a principal; the principal at High Desert Community Day School is the principal at Modoc High School. They do not share the same curriculum.
3. They are approximately 1 mile in distance from each other.

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 5373833

Waiver Number: 1-5-2016

Active Year: 2016

Date In: 5/4/2016 4:45:00 PM

Local Education Agency: Southern Trinity Joint Unified School District
Address: 680 Van Duzen Rd.
Bridgeville, CA 95526

Start: 7/1/2016

End: 6/30/2018

Waiver Renewal: Y

Previous Waiver Number: 30-4-2014-W-11

Previous SBE Approval Date: 7/10/2014

Waiver Topic: Schoolsite Council Statute

Ed Code Title: Shared Schoolsite Council with Reduced Number and Composition

Ed Code Section: 52852

Ed Code Authority: 52863

Ed Code or CCR to Waive: 52852 to allow one joint school site council to function for three small schools

Outcome Rationale: Van Duzen, Southern Trinity High, and Mt. Lassie continuation high school.
Composition: The joint SSC will be composed of the following 10 members; one shared administrator, three classroom teachers- one from each school, one other school representative, three parents/community members and two students (select by peers).

Student Population: 75

City Type: Rural

Local Board Approval Date: 4/19/2016

Council Reviewed By: Van Duzen/STHS/ MT.Lassic SSC

Council Reviewed Date: 3/17/2016

Council Objection: N

Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Peggy Canale
Position: Superintendent/Principal
E-mail: pcanale@stjUSD.org
Telephone: 707-574-6237 x223
Fax: 707-574-6538

Bargaining Unit Date: 03/10/2016
Name: Southern Trinity Teachers Association
Representative: Marie Block
Title: President
Position: Support
Comments:



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

Specific Waiver

<p>SUBJECT</p> <p>Request by California Education Authority Headquarters to waive California <i>Education Code</i> Section 51224.5(b), the requirement that all students graduating in the 2015–2016 school year be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for a special education student based on <i>Education Code</i> Section 56101, the special education waiver authority.</p> <p>Waiver Number: 27-6-2016</p>	<p><input checked="" type="checkbox"/> Action</p> <p><input checked="" type="checkbox"/> Consent</p>
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SUMMARY OF THE ISSUE(S)

The local educational agency (LEA) requests to waive the requirement that students be required to complete a course in Algebra I (or equivalent) to be given a diploma of graduation for a special education student who is not able to meet the Algebra I requirement, but meets other graduation requirements.

Authority for Waiver: *Education Code (EC)* Section 56101

RECOMMENDATION

Approval Approval with conditions Denial

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the request to waive only the requirement that the student successfully complete a course in Algebra I (or its equivalent) for the 2015–16 graduating year. The student has met other course requirements stipulated by the governing board of the school district and California *Education Code (EC)* Section 51225.3 in order to receive a high school diploma.

SUMMARY OF KEY ISSUES

For the review of this waiver request, the LEAs provided the following documentation:

- A valid, current copy of the student's individualized education program (IEP) highlighting the areas of mathematic deficiencies and how the student's needs in mathematics were addressed.

- Selected pages from the student's IEP from three previous years showing that the student was consistently on a diploma-track, and that the IEP was written to support the student's participation in diploma-track math courses, particularly Algebra I.
- The specific assistance the District provided to the student which included supplementary aids, services, accommodations, test modifications, and supports to attain the diploma-track goal, specifically for the Algebra I requirement.
- A copy of transcripts for the student highlighting attempts to pass Algebra I and pre-algebra classes.
- Assessment summaries that report the student participated in the Standardized Testing and Reporting program.

The above documentation was confidentially reviewed by a special education consultant. The LEA's documentation provided facts indicating that failure to approve these waiver requests would result in the student not meeting graduation requirements.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2000, *EC* Section 51224.5 was enacted to require students to complete a course in Algebra I, as a condition of receiving a high school diploma. The Algebra I requirement applied to students who were scheduled for graduation beginning in 2003–04. All waiver requests of this type have been granted by the SBE for students with special needs.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no statewide fiscal impact of waiver approval.

ATTACHMENT(S)

Attachment 1: Algebra 1 Summary Table (1 page)

Attachment 2: California Education Authority Headquarters Specific Waiver Request 27-6-2016 (1 page) (Original waiver request is signed and on file in the Waiver Office.)

Algebra 1 Summary Table

Waiver Number	Local Educational Agency	Demographics	Period of Request	Local Board Approval Date
27-6-2016	California Education Authority Headquarters	Student Population: 376 City Type: Suburban County: Sacramento	Requested: January 6, 2016 to May 27, 2016 Recommended: January 6, 2016 to May 27, 2016	6/27/2016

Created by the California Department of Education
July 12, 2016

California Department of Education
WAIVER SUBMISSION - Specific

CD Code: 3432276

Waiver Number: 27-6-2016

Active Year: 2016

Date In: 6/28/2016 2:39:07 PM

Local Education Agency: California Education Authority (CEA) Headquarters
Address: 8260 Longleaf Dr., Bldg. C, 2nd Fl.
Elk Grove, CA 95758

Start: 1/6/2016

End: 5/27/2016

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: Special Education Program
Ed Code Title: Algebra I Requirement for Graduation
Ed Code Section: 51224.5
Ed Code Authority: 56101

Ed Code or CCR to Waive: 51224.5. [(a) The adopted course of study for grades 7 to 12, inclusive, shall include algebra as part of the mathematics area of study pursuant to subdivision (f) of Section 51220. (b) Commencing with the 2003-04 school year and each year thereafter, at least one course, or a combination of the two courses, in mathematics required to be completed pursuant to subparagraph (B) of paragraph (1) of subdivision (a) of Section 51225.3 by pupils while in grades 9 to 12, inclusive, prior to receiving a diploma of graduation from high school, shall meet or exceed the rigor of the content standards for Algebra I, as adopted by the State Board of Education pursuant to Section 60605].

Outcome Rationale: This student has attempted Algebra during his high school career. He has fulfilled all other requirements to gain a diploma but has been unable to pass and complete the Algebra class.

Student Population: 376

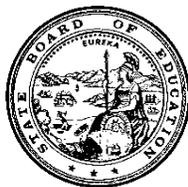
City Type: Suburban

Local Board Approval Date: 6/27/2016

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Jeff Tresemer
Position: Program Coordinator
E-mail: jeff.tresemer@cde.ca.gov
Telephone: 916-683-7498
Fax:



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

General Waiver

SUBJECT

Request by six local educational agencies to waive the State Testing Apportionment Information Report deadline as stipulated in the *California Code of Regulations*, Title 5, Section 11517.5(b)(1)(A), regarding the California English Language Development Test; or Title 5, Section 1225(b)(3)(A), regarding the California High School Exit Examination; or Title 5, Section 862(b)(2)(A) prior to February 2014, regarding the Standardized Testing and Reporting Program; or Title 5, Section 862(b)(2)(A), regarding the California Assessment of Student Performance and Progress System.

Waiver Numbers:

Camino Union Elementary School District 21-6-2016
Camino Union Elementary School District 22-6-2016
Irvine Unified School District 11-5-2016
Long Beach Unified School District 2-5-2016
Oakley Union Elementary School District 13-5-2016
Pioneer Union Elementary School District 2-6-2016
Pomona Unified School District 16-6-2016

Action

Consent

SUMMARY OF THE ISSUES

State regulations for the California English Language Development Test (CELDT), the California High School Exit Examination (CAHSEE), the Standardized Testing and Reporting (STAR) Program, and the California Assessment of Student Performance and Progress (CAASPP) System each include, as a condition to be eligible for apportionment reimbursement, an annual deadline for the return of a certified State Testing Apportionment Information Report for prior year testing.

The local educational agencies (LEAs) filing for this waiver request missed the regulatory deadline for one or more State Testing Apportionment Information Report(s) for the 2013–14 or 2014–15 school years.

Authority for Waiver: *Education Code (EC)* Section 33050

RECOMMENDATION

Approval Approval with conditions Denial

The California Department of Education (CDE) recommends that the state regulatory deadline for submission of the State Testing Apportionment Information Reports be waived for the LEAs and school year(s) shown on Attachment 1.

SUMMARY OF KEY ISSUES

Each fall, the CDE develops separate State Testing Apportionment Information Reports for the CELDT, CAHSEE, and CAASPP compiled from data produced by the testing contractors. STAR reports were developed and distributed from 1998 to 2013. The reports include the amount to be apportioned to the LEA based on the number of pupils tested during the previous school year. The CDE distributes the reports to the LEAs. State regulations require each LEA to certify the accuracy of the report by returning a signed report to the CDE by the regulatory deadline.

CDE staff verified that these LEAs submitted reports after the deadline and are required to submit a waiver as a condition to receive the applicable apportionment reimbursement.

Demographic Information:

Camino Union Elementary School District for Camino Natural Resources Charter has a student population of 100 and is located in a rural area of El Dorado County.

Camino Union Elementary School District has a student population of 410 and is located in a rural area of El Dorado County.

Irvine Unified School District has a student population of 31,392 and is located in a suburban area of Orange County.

Long Beach Unified School District has a student population of 18,109 and is located in an urban area of Los Angeles County.

Oakley Union Elementary School District has a student population of 5,029 students and is located in a suburban area of Contra Costa County.

Pioneer Union Elementary School District has a student population of 201 students and is located in a rural area of El Dorado County.

Pomona Unified School District has a student population of 26,264 and is located in a suburban area of Los Angeles County.

Because this is a general waiver, if the State Board of Education (SBE) decides to deny the waiver, it must cite one of the seven reasons in EC 33051(a), available at http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=33051.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved all previous LEA requests to waive the State Testing Apportionment Information Report deadline since deadlines for submission of the State Testing Apportionment Information Reports were added to the *California Code of Regulations*. The SBE Waiver Policy 08-#: State Testing Apportionment Information Report Deadline is available at <http://www.cde.ca.gov/re/lr/wr/documents/statetesting.doc>.

FISCAL ANALYSIS (AS APPROPRIATE)

If these waivers are approved, these six LEAs will be reimbursed for the costs of the CELDT, CAHSEE, and/or the CAASPP System for the 2013–14 or 2014–15 school years. Total costs are indicated on Attachment 1, and the waiver requests from each LEA are included as Attachments 2 through 8.

ATTACHMENT(S)

- Attachment 1: Local Educational Agencies Requesting Waiver of State Testing Apportionment Information Report Deadline–September 2016 (2 Page)
- Attachment 2: Camino Union Elementary School District for Camino Natural Resources Charter General Waiver Request 21-6-2016 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 3: Camino Union Elementary School District General Waiver Request 22-6-2016 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 4: Irvine Unified School District General Waiver Request 11-5-2016 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 5: Long Beach Unified School District General Waiver Request 2-5-2016 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)
- Attachment 6: Oakley Union Elementary School District General Waiver Request 13-5-2016 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 7: Pioneer Union Elementary School District General Waiver Request 2-6-2016 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)

Attachment 8: Pomona Unified School District General Waiver Request 16-6-2016 (2 Pages). (Original waiver request is signed and on file in the Waiver Office.)

Local Educational Agencies Requesting Waiver of State Testing Apportionment Information Report Deadline

Waiver Number	Local Educational Agency	Period of Request	Test Report(s) Missing	Report(s) Submitted	School Year(s)	Reimbursement Amount	Union Position
21-6-2016	Camino Union Elementary School District for Camino Natural Resources Charter	Requested: July 1, 2015 to March 1, 2016 Recommended: July 1, 2015 to December 31, 2015	California Assessment of Student Performance and Progress System (CAASPP)	Yes	2014–15	\$253.14	Support
22-6-2016	Camino Union Elementary School District	Requested: July 1, 2015 to March 1, 2016 Recommended: July 1, 2015 to December 31, 2015	CAASPP & California English Language Development Test (CELDT)	Yes	2014–15	\$1,247.76	Support
11-5-2016	Irvine Unified School District	Requested: July 1, 2015 to December 31, 2015 Recommended: July 1, 2015 to December 31, 2015	California High School Exit Examination (CAHSEE)	Yes	2014–15	\$8,489.32	Support
2-5-2016	Long Beach Unified School District	Requested: July 1, 2014 to June 30, 2015 Recommended: July 1, 2015 to December 31, 2015	CELDT	Yes	2014–15	\$90,545.00	Approved

Waiver Number	Local Educational Agency	Period of Request	Test Report(s) Missing	Report(s) Submitted	School Year(s)	Reimbursement Amount	Union Position
13-5-2016	Oakley Union Elementary School District	Requested: July 1, 2015 to December 31, 2015 Recommended: July 1, 2015 to December 31, 2015	CELDT	Yes	2014-15	\$4,140.00	No Bargaining Unit
2-6-2016	Pioneer Union Elementary School District	Requested: July 1, 2015 to March 1, 2016 Recommended: July 1, 2015 to December 31, 2015	CAASPP	Yes	2014-15	\$608.00	Support
16-6-2016	Pomona Unified School District	Requested: July 1, 2014 to December 31, 2014 Recommended: July 1, 2014 to December 31, 2014	CELDT	Yes	2014-15	\$49,530.00	Support

Created by the California Department of Education
July 15, 2016

California Department of Education
WAIVER SUBMISSION - General

CD Code: 0961846

Waiver Number: 21-6-2016

Active Year: 2016

Date In: 6/24/2016 9:23:34 AM

Local Education Agency: Camino Union Elementary School District
Address: 3060 Snows Rd.
Camino, CA 95709

Start: 7/1/2014

End: 3/1/2015

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: State Testing Apportionment Report
Ed Code Title: CAASPP
Ed Code Section: CCR, Title 5, Section 862(b)(2)(A)
Ed Code Authority: 33050

Ed Code or CCR to Waive: Certified Reports that are postmarked after March 1, 2016, will not be processed for payment without waiver request approved by the State Board of Education.

CAASPP – CCR, Title 5, [Section 862(b)(2)(A) ...postmarked by March 1...]

Outcome Rationale: This waiver applies to the CAASPP Apportionment of the 2014/2015 for Camino Science and Natural Resources Charter School.

Student Population: 100

City Type: Rural

Public Hearing Date: 5/17/2016

Public Hearing Advertised: A public agenda was advertised for the Site Council Meeting on 5/17/2016

Local Board Approval Date: 6/7/2016

Community Council Reviewed By: Camino Science and Natural Resources Charter School Governing Board

Community Council Reviewed Date: 6/7/2016

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Boyd Holler
Position: Charter Administrator
E-mail: bholler@caminoschool.org
Telephone: 530-644-4552 x265
Fax:

Bargaining Unit Date: 05/17/2016
Name: Camino Faculty Association
Representative: Alisha Rains
Title: President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 0961846

Waiver Number: 22-6-2016

Active Year: 2016

Date In: 6/24/2016 9:55:29 AM

Local Education Agency: Camino Union Elementary School District
Address: 3060 Snows Rd.
Camino, CA 95709

Start: 7/1/2015

End: 3/1/2016

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: State Testing Apportionment Report
Ed Code Title: CAASPP
Ed Code Section: CCR, Title 5, Section 862(b)(2)(A)
Ed Code Authority: 33050

Ed Code or CCR to Waive: Certified reports that are processed after March 1, 2016, will not be processed for payment without waiver request approved by the State Board of Education.

CAASPP – CCR, Title 5, [Section 862(b)(2)(A) ...postmarked by March 1...]

Outcome Rationale: This waiver applies to the CAASPP Apportionment of the 2014/2015 administration for Camino Union Elementary School District.

Student Population: 410

City Type: Rural

Public Hearing Date: 4/27/2016

Public Hearing Advertised: Advertised Site Council meeting agenda.

Local Board Approval Date: 6/14/2016

Community Council Reviewed By: Camino Union School District Board of Trustees
Community Council Reviewed Date: 6/14/2016
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Boyd Holler
Position: Assistant Prinicpal
E-mail: bholler@caminoschool.org
Telephone: 530-644-4552 x265
Fax:

Bargaining Unit Date: 05/17/2016
Name: Camino Faculty Association
Representative: Alisha Rains
Title: President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 3073650

Waiver Number: 11-5-2016

Active Year: 2016

Date In: 5/18/2016 9:09:23 AM

Local Education Agency: Irvine Unified School District
Address: 5050 Barranca Pkwy.
Irvine, CA 92604

Start: 7/1/2015

End: 12/31/2015

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: State Testing Apportionment Report

Ed Code Title: CAHSEE

Ed Code Section: 5 CCR 1225(b)(2)(A)

Ed Code Authority: 33050

Ed Code or CCR to Waive: CAHSEE - CCR, Title 5, [Section 1225(b)(2)(A) ...postmarked by December 31...]

Outcome Rationale: I sincerely apologize as this email went undetected in my inbox when it was delivered before Thanksgiving. It wasn't until I searched my inbox on 3/10/16 for another apportionment email that it was located. I would never intentionally miss a deadline and will be diligent in the future to ensure this does not happen again.

Student Population: 31392

City Type: Suburban

Public Hearing Date: 4/12/2016

Public Hearing Advertised: The hearing was advertised on our public website:
http://www.iusd.org/board_of_education/BoardMeetingCalendar.html

Local Board Approval Date: 5/3/2016

Community Council Reviewed By: Paul Bokota, Lauren Brooks, Ira Glasky, Michael Parham, Sharon Wallin

Community Council Reviewed Date: 4/12/2016

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Alyssa Honeycutt
Position: Coordinator of Data and Assessment
E-mail: alyssahoneycutt@iusd.org
Telephone: 949-936-5263
Fax:

Bargaining Unit Date: 03/21/2016
Name: CSEA
Representative: Janelle Cranch
Title: CSEA President
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1964725

Waiver Number: 2-5-2016

Active Year: 2016

Date In: 5/5/2016 9:32:48 AM

Local Education Agency: Long Beach Unified School District
Address: 1515 Hughes Way
Long Beach, CA 90810

Start: 7/1/2014

End: 6/30/2015

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: State Testing Apportionment Report
Ed Code Title: CELDT
Ed Code Section: Section 11517.5(B)(1)(A)
Ed Code Authority: 33050

Ed Code or CCR to Waive: Title 5, Section 11517.5(b)(1)(A) specifies that the superintendent of each school district must certify the accuracy of the apportionment information and the report must be postmarked by December 31. If postmarked after December 31, the apportionment information report must be accompanied by the State Testing Apportionment Report Waiver request as provided by Ed Code Section 33050.

CCR, Title 5, [Section 11517.5(b)(1)(A) ...postmarked by December 31]

Outcome Rationale: \$90,545.00 Apportionment for 18,109 EL students previously assessed with CELDT -- Did not meet initial deadline to submit.

Student Population: 18109

City Type: Urban

Public Hearing Date: 5/3/2016

Public Hearing Advertised: In accordance with State law, hearing was advertised on our website and publicly posted in hard-copy.

Local Board Approval Date: 5/3/2016

Community Council Reviewed By: Advisory Committee / Instruction / Business
Community Council Reviewed Date: 5/3/2016
Community Council Objection: N
Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Mr. Kevin Shillito
Position: Research Analyst II
E-mail: KShillito@lbschools.net
Telephone: 562-997-8656
Fax: 562-997-8289

Bargaining Unit Date: 5/9/2016
Name: Teachers Association of Long Beach (TALB)
Representative: Chris Callopy
Title: Executive Director
Position: Approved
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 0761762

Waiver Number: 13-5-2016

Active Year: 2016

Date In: 5/23/2016 1:29:22 PM

Local Education Agency: Oakley Union Elementary School District
Address: 91 Mercedes Ln.
Oakley, CA 94561

Start: 7/1/2015

End: 12/31/2015

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: State Testing Apportionment Report

Ed Code Title: CELDT

Ed Code Section: CCR, Title 5, Section 11517.5(b)(1)(A)

Ed Code Authority: 33050

Ed Code or CCR to Waive: Apportionment Information Report and Certification California
English Language Development Test (CELDT) 2014-15 Report

Outcome Rationale: Title 5, Section 11517.5 of CCR. The Apportionment Information Report
and Certification was not postmarked and mailed out prior to the December 31, 2015 deadline.

Student Population: 5,029

City Type: Suburban

Public Hearing Date: 5/4/2016

Public Hearing Advertised: Board Agenda Packets and web posting

Local Board Approval Date: 5/4/2016

Community Council Reviewed By: OUESD Board of Trustees

Community Council Reviewed Date: 5/4/2016

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Anne Allen
Position: Superintendent
E-mail: aallen@ouesd.k12.ca.us
Telephone: 925-625-6833
Fax:

Bargaining Unit Date: No Bargaining Unit

California Department of Education
WAIVER SUBMISSION - General

CD Code: 0961945

Waiver Number: 2-6-2016

Active Year: 2016

Date In: 6/2/2016 9:11:56 AM

Local Education Agency: Pioneer Union Elementary School District
Address: 6862 Mt. Aukum Rd.
Somerset, CA 95684

Start: 7/1/2015

End: 3/1/2016

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: State Testing Apportionment Report
Ed Code Title: CAASPP
Ed Code Section: CCR, Title 5, Section 862(b)(2)(A)
Ed Code Authority: 33050

Ed Code or CCR to Waive: CAASPP – CCR, Title 5, [Section 862(b)(2)(A) California Assessment of Student Performance and Progress 2014-2015 Apportionment Information Report postmarked by March 1, 2016]

Outcome Rationale: The LEA CASSPP Coordinator, John Sanguinetti of the Pioneer Union School District in Somerset, California failed to sign and return the 2014-2015 Apportionment Information Report by the due date of March 1, 2016

Student Population: 201

City Type: Rural

Public Hearing Date: 5/12/2016

Public Hearing Advertised: Posted publicly, more than 72 hours prior to the meeting.

Local Board Approval Date: 5/12/2015

Community Council Reviewed By: Pioneer Union School District Regular Meeting of the Board of Trustees

Community Council Reviewed Date: 5/12/2016

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N
Submitted by: Mr. John Sanguinetti
Position: Student Services and Safety Coordinator
E-mail: jsanguinetti@pioneerusd.org
Telephone: 530-620-4993 x312
Fax: 530-620-4932

Bargaining Unit Date: 05/06/2016
Name: Pioneer Faculty Association
Representative: Tim Haboush
Title: President
Position: Support
Comments:

Bargaining Unit Date: 05/25/2016
Name: Pioneer Union School District School Site Council
Representative: Lisa Fontana
Title: Superintendent Principal, Pioneer Union SD
Position: Support
Comments:

California Department of Education
WAIVER SUBMISSION - General

CD Code: 1964907

Waiver Number: 16-6-2016

Active Year: 2016

Date In: 6/20/2016 3:06:37 PM

Local Education Agency: Pomona Unified School District
Address: 800 South Garey Ave.
Pomona, CA 91766

Start: 7/1/2014

End: 12/31/2014

Waiver Renewal: N

Previous Waiver Number:

Previous SBE Approval Date:

Waiver Topic: State Testing Apportionment Report

Ed Code Title: CELDT

Ed Code Section: CCR, Title 5, Section 11517.5(b)(1)(A)

Ed Code Authority: 33050

Ed Code or CCR to Waive: Title 5, Section 11517.5 of the *California Code of Regulations*

CELDT – CCR, Title 5, [Section 11517.5(b)(1)(A) ...postmarked by December 31...]

Outcome Rationale: The original Apportionment Information Report and Certification CELDT 2013-14 Report was mailed on December 8, 2014 and was not received by the California Department of Education.

Student Population: 26264

City Type: Suburban

Public Hearing Date: 6/8/2016

Public Hearing Advertised: Public Notice was posted at City of Pomona Library, Pomona Unified District Office and Schools

Local Board Approval Date: 6/8/2016

Community Council Reviewed By: Cabinet

Community Council Reviewed Date: 5/25/2016

Community Council Objection: N

Community Council Objection Explanation:

Audit Penalty YN: N

Categorical Program Monitoring: N

Submitted by: Ms. Silvia San Martin
Position: Director
E-mail: silvia.sanmartin@pusd.org
Telephone: 909-397-4800 x23833
Fax: 909-629-9750

Bargaining Unit Date: June 8, 2016
Name: California School Employees Association (CSEA)
Representative: Mariana Orozco
Title: President
Position: Support
Comments: None

Bargaining Unit Date: June 8, 2016
Name: Associated Pomona Teachers (APT)
Representative: Michael da Rosa
Title: President
Position: Support
Comments:



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

SUBJECT	
Appeal from an action of the Santa Clara County Committee on School District Organization to disapprove a transfer of territory from the Santa Clara Unified School District to the Cupertino Union School District and the Fremont Union High School District.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

The Santa Clara County Committee on School District Organization (County Committee)¹ took action to disapprove a proposal to transfer territory from the Santa Clara Unified School District (SD) to the Cupertino Union SD and the Fremont Union High SD. The chief petitioners appealed the action to the California State Board of Education (SBE). Pursuant to California *Education Code (EC)* Section 35710.5(c), the SBE “may review the appeal either solely on the administrative record or in conjunction with a public hearing.” The SBE also “may reverse or modify the action of the County Committee in any manner consistent with law.” If the SBE reverses the action of the County Committee, it must set the area in which the local election to approve the territory transfer will be conducted.

RECOMMENDATION

The California Department of Education (CDE) recommends that the SBE: (1) review the appeal in conjunction with a public hearing, and (2) reverse the action of the County Committee to disapprove the transfer of territory from the Santa Clara Unified SD to the Cupertino Union SD and the Fremont Union High SD.

The CDE further recommends that, if the SBE reverses the County Committee’s action, it establish the territory proposed for transfer as the election area.

BRIEF HISTORY OF KEY ISSUES

The territory proposed for transfer (Glorietta Circle homes) contains two parcels and is located in the Santa Clara Unified SD and is part of the city of Santa Clara. The affected

¹ The Santa Clara County Committee comprises 11 members who are elected by representatives of the governing boards of each school district and community college district in the county. Two members are elected from each county supervisorial district and one member is elected at-large.

property owners² submitted a request to the County Committee to transfer their homes to the Cupertino Union SD and the Fremont Union High SD. The proposal cited the following two primary reasons to support the transfer:

- Glorietta Circle has 45 homes on it. Forty-three of these homes already are in the Cupertino Union SD and the Fremont Union High SD—only the two homes proposed for transfer are not within the boundaries of these districts; and
- Until recently, it was assumed that the two homes were within the boundaries of the Cupertino Union SD and the Fremont Union High SD. Since at least 1976, children residing in the two homes attended schools in these districts. In 2013, when one of the homes was put on the market for sale, the realtor handling the sale discovered that the homes were not in the Cupertino Union SD and the Fremont Union High SD.

The governing boards of the Cupertino Union SD and the Fremont Union High SD adopted resolutions in opposition to the transfer primarily due to the belief that approval would set a precedent for future transfers into the districts. Both governing boards are concerned about potential overcrowding in their schools. The governing board of the Santa Clara Unified SD supports the proposed transfer.

The County Committee is required to examine nine minimum threshold conditions (pursuant to *EC* Section 35753) before it takes action on a territory transfer proposal. The County Committee may not approve a territory transfer if it finds that any of these minimum conditions are not substantially met (*EC* Section 35710). The County Committee has the discretion, but not the obligation, to approve a transfer if it finds that all nine conditions are substantially met. Under these circumstances, it must find a local educational need or concern (*EC* Section 35500) to justify approval of the transfer.

The County Committee determined that two of the nine conditions were not substantially met: (1) “Community identity” because the Glorietta Circle homes do not have any unique community identity issues that justify the transfer and (2) “Increased Property Values” because the transfer could increase the property values of the two parcels. Since the County Committee found at least one of the conditions not substantially met, it was required to disapprove the territory transfer and did so on a six to two vote.

The petitioners, under the provisions of *EC* Section 35710.5, are appealing this disapproval to the SBE. In their appeal, petitioners argue that the two conditions that the County Committee determined were not met are, in fact, substantially met.

The CDE agrees with petitioners that all nine *EC* Section 35753 conditions are substantially met. Additionally, the CDE has determined that there are compelling reasons to reverse the County Committee’s action to disapprove the transfer. First, the two Glorietta Circle homes are part of a clearly demarcated neighborhood and are the

² Since there are fewer than 12 registered voters in the area proposed for transfer, the territory is considered to be uninhabited (*EC* Section 35517). Thus, the proposed transfer has been initiated by a request from the property owners rather than a voter petition.

only two homes in this neighborhood that are not within the boundaries of the Cupertino Union SD and the Fremont Union High SD.

Second, students from the two homes historically have attended schools in the Cupertino Union SD and the Fremont Union High SD. Until 2013, the two homes had been considered part of the educational communities of these two school districts.

Finally, the CDE sees no reason to support the concerns of the Cupertino Union SD and the Fremont Union High SD that transfer of these two properties will establish a precedent for approving future transfer requests into those districts. The circumstances of the Glorietta Circle homes are very unique and are highly unlikely to be a precedent for other neighborhoods seeking to become part of the Cupertino Union SD and the Fremont Union High SD.

Should the SBE agree with the CDE recommendation and reverse the County Committee's actions, it must establish an election area. The CDE finds no reason to expand the election area beyond the territory proposed for transfer (*EC* Section 35732). If the SBE establishes the two Glorietta Circle homes as the election area, no election will be required since the territory is considered uninhabited and (pursuant to *EC* Section 35710.1) elections may not be called in uninhabited territory. Thus, SBE actions to reverse the County Committee and to establish the territory proposed for transfer as the election area will result in final approval of the transfer. The transfer would be effective on July 1, 2017, pursuant to *EC* Section 35534.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has not previously considered any matters related to this territory transfer proposal.

FISCAL ANALYSIS (AS APPROPRIATE)

If the SBE reverses the County Committee's action, the Santa Clara County Office of Education (COE) will incur unknown costs to prepare a map of the reorganized area of the affected school districts for filing with the California State Board of Equalization. The COE also will be responsible for approximately \$300 in filing fees.

ATTACHMENT(S)

Attachment 1: Review of the Administrative Record (15 pages)

Review of the Administrative Record

Appeal from a Decision of the Santa Clara County Committee on School District Organization to Disapprove a Transfer of Territory from the Santa Clara Unified School District to the Cupertino Union School District and the Fremont Union High School District

1.0 RECOMMENDATION

The California Department of Education (CDE) recommends that the California State Board of Education (SBE) (1) review the appeal on the administrative record in conjunction with a public hearing and (2) reverse the action of the Santa Clara County Committee on School District Organization (County Committee) to disapprove a territory transfer from the Santa Clara Unified School District (SD) to the Cupertino Union SD and the Fremont Union High SD.

The CDE further recommends that, if the SBE reverses the County Committee's action, it establish the territory proposed for transfer as the election area.

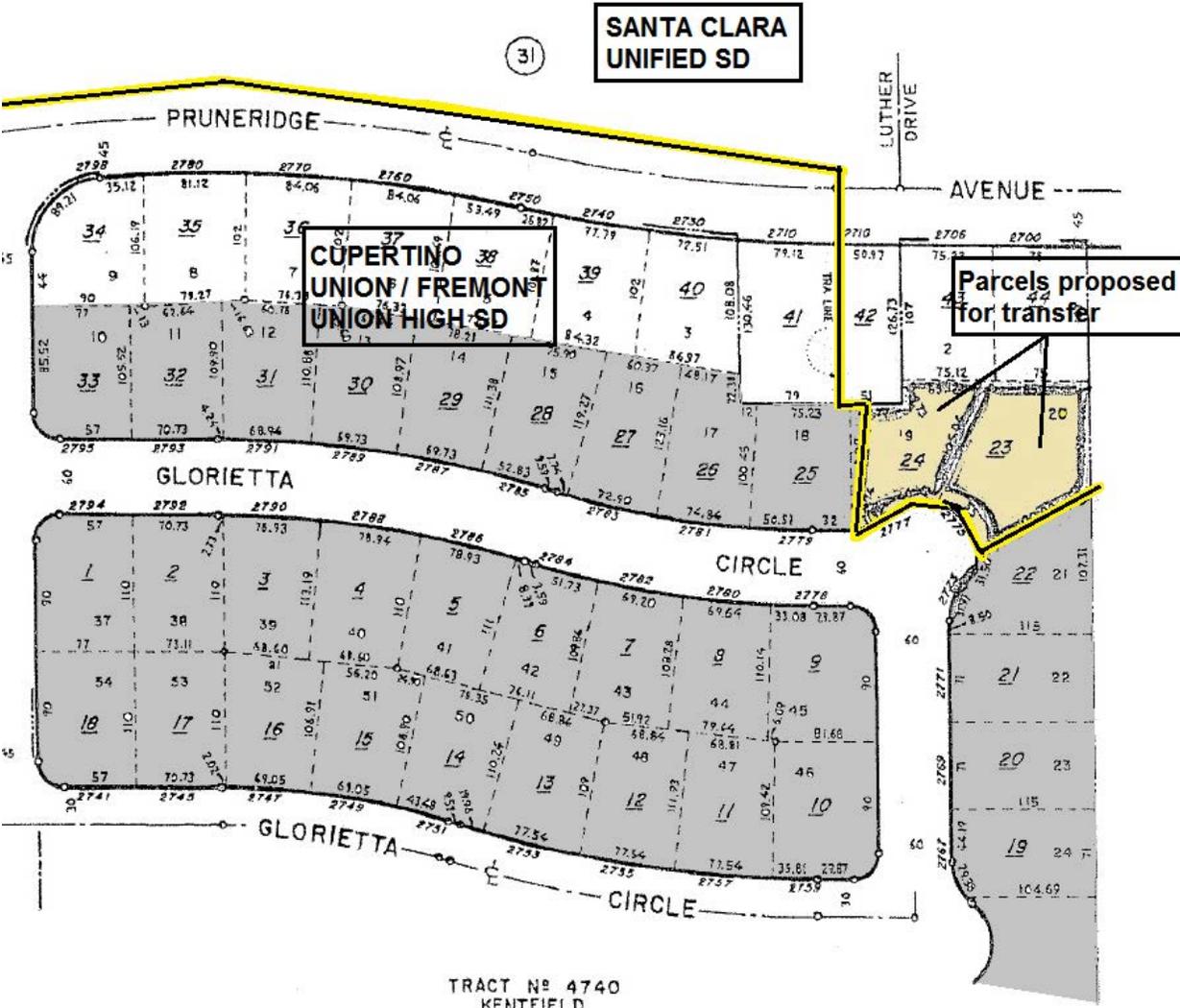
2.0 BACKGROUND

The territory proposed for transfer contains two Glorietta Circle parcels in the city of Santa Clara and in the Santa Clara Unified SD. The two parcels are part of the 45-home Glorietta Circle neighborhood, but are the only two homes in this neighborhood that are not in the Cupertino Union SD and the Fremont Union High SD (see Figure 1).

Historically, the affected districts, the Santa Clara County Office of Education (COE), and Glorietta Circle residents have considered the properties to be part of the Cupertino Union SD and the Fremont Union High SD. Children residing in the two homes attended schools in these districts without questions and the school district boundary maps maintained by the Santa Clara COE and the United States Census Bureau show the properties to be within the boundaries of the Cupertino Union SD and the Fremont Union High SD. (see Figures 2 and 3).

Since at least 1976, residents residing in the two Glorietta Circle homes proposed for transfer attended schools of the Cupertino Union SD and the Fremont Union High SD. An understanding of the actual boundary by residents and the districts did not occur until 2013 when one of the two homes was sold. Subsequently, the owners of the two Glorietta Circle parcels submitted a request to the Santa Clara County Superintendent of Schools (County Superintendent) to transfer the territory. The County Superintendent then transmitted the request (pursuant to *Education Code [EC] Section 35704*) to the County Committee.

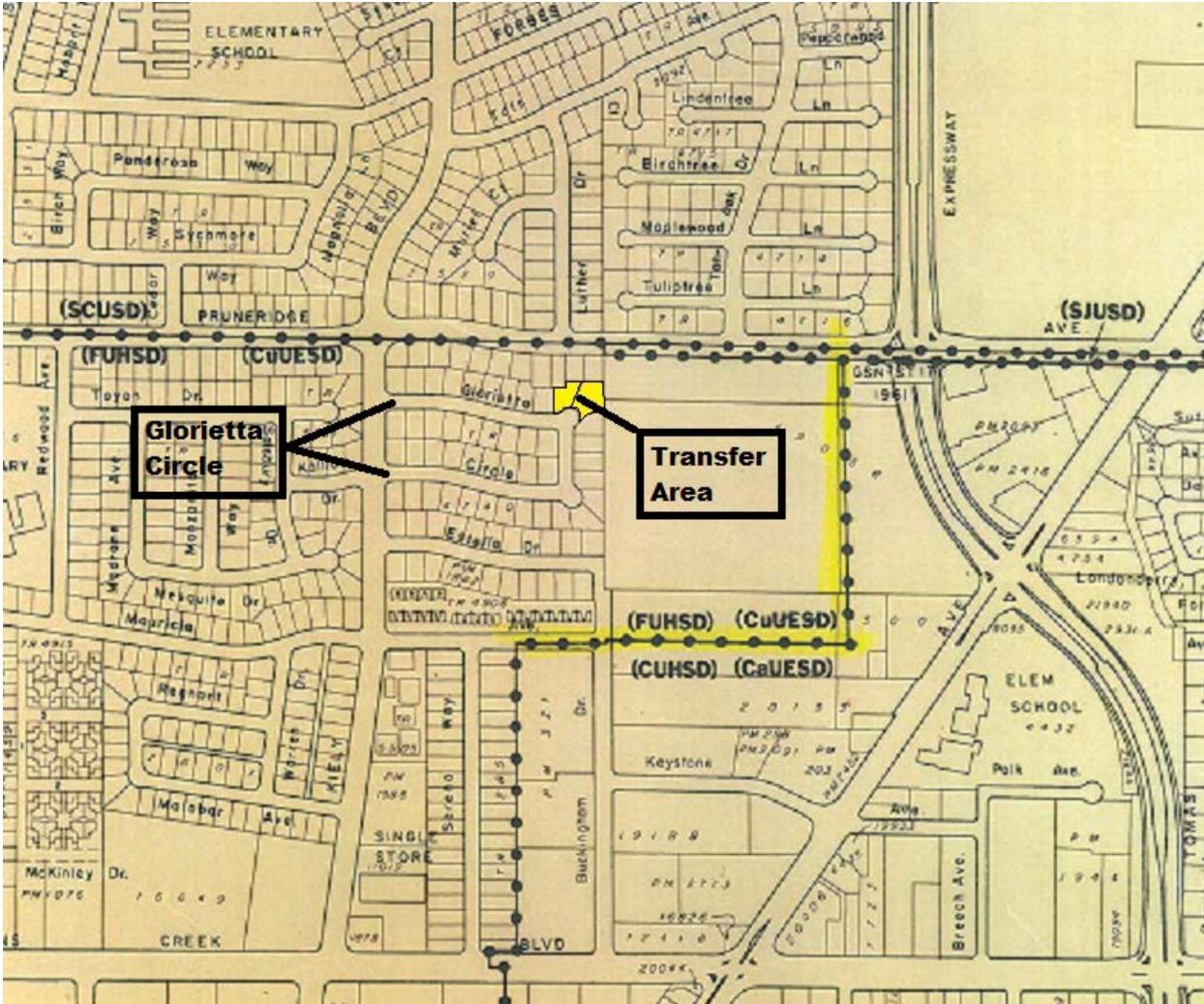
Figure 1: Santa Clara County Assessor Parcel Map of Transfer Area



Boundary between school districts
Glorietta Circle neighborhood parcels shown in gray.

Source: Office of the County Assessor, Santa Clara County, California

Figure 2: District Boundaries According to County Office of Education Map¹



●●●●● Boundary between school districts

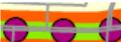
Source: Santa Clara County Office of Education

¹ EC Section 2600 requires the County Superintendent to maintain “a full and correct transcript” of the boundaries of school districts in the county. Typically, adherence to this *Education Code* requirement is accomplished through preparation of “legal descriptions” of boundaries. The “legal descriptions” maintained by the County Superintendent accurately depict the boundary in question—however, the legal description is not reflected in this map.

Figure 3: District Boundaries According to United States Census Bureau Map²



Key to Boundaries

-  Between Unified SDs
-  Between Unified SD and High School/Elementary SDs
-  Between Elementary SDs
-  Between High School/Elementary SDs

Source: United States Census Bureau, California 2010 Census School District Reference Maps
http://www.census.gov/geo/maps-data/maps/2010ref/st06_sch_dist.html

² Through the United States Census Bureau School District Review Program (SDRP), updated school district boundary information is collected from all states for the purposes of determining Title I funding allocations. The CDE is tasked with collecting and reporting changes to school district boundaries within the State of California for the SDRP. County offices of education provide CDE with any updates to district boundaries within their county of jurisdiction.

3.0 ACTIONS OF THE COUNTY COMMITTEE

The County Committee held two public hearings for the proposed transfer of territory on December 9, 2014—one within the boundaries of the Santa Clara Unified SD and one within the boundaries of the Cupertino Union SD and the Fremont Union High SD. The County Committee also considered information from the affected school districts, petitioners, and the Santa Clara COE at a special meeting held on February 25, 2015.

Under the California *Education Code*, the County Committee had the following options after holding the public hearings:

- If the County Committee determined that all nine conditions of *EC* Section 35753(a) are substantially met, it could approve the petition (though not required to do so), and would then notify the County Superintendent to call an election on the proposed transfer (an election is required when an affected district opposes an approved transfer of territory petition).
- The County Committee could disapprove the petition to transfer territory for other concerns even if it determines that all conditions in subdivision (a) of *EC* Section 35753 have been met.
- If the County Committee determined that all nine conditions of *EC* Section 35753(a) are not substantially met, it would be required to disapprove the petition to transfer territory.

The County Committee found that two of nine *EC* Section 35753(a) conditions were not substantially met and voted six to two³ to disapprove the territory transfer.

Chief petitioners or affected school districts may appeal County Committee actions on territory transfers for issues of noncompliance with the provisions of *EC* sections 35705, 35706, 35709, 35710, and 35753(a). The chief petitioners submitted such an appeal to the County Superintendent. The County Superintendent subsequently transmitted the appeal, along with the complete administrative record of the County Committee action, to the SBE.

4.0 PETITIONERS REASONS FOR TERRITORY TRANSFER

Petitioners noted two primary reasons for requesting the transfer:

- (1) The extensive history of students from the two Glorietta Circle homes attending Cupertino Union SD and the Fremont Union High SD schools.

³ Although there are 11 members of the Santa Clara County Committee, only eight attended the meeting at which the proposed territory transfer was disapproved.

- (2) The community identity advantages of the two homes being part of the educational and social community of the Glorietta Circle neighborhood.

5.0 POSITIONS OF AFFECTED SCHOOL DISTRICTS

The governing boards of the Cupertino Union SD and the Fremont Union High SD oppose the proposed transfer of territory. The governing board of the Santa Clara Unified SD supports the transfer.

5.1 Cupertino Union SD

Staff for the Cupertino Union SD provided the following observations regarding the proposed transfer:

- The district does not know why these homes were excluded from the Cupertino Union SD.
- The district is concerned that approval of this transfer will encourage neighboring properties to petition for transfer based on the same reasoning.
- The district will allow families from these two properties to attend Cupertino Union SD schools on inter-district transfer if they are released by the Santa Clara Unified SD.
- The district recommends denying the territory transfer request.

5.2 Fremont Union High SD

Staff for the Fremont Union High SD provided the following reasons for district opposition to the transfer:

- The territory transfer is designed to increase property values for the petitioners. The district's communications with real estate agents indicate that inclusion in the Cupertino Union SD and the Fremont Union High SD could increase the value of each property in excess of \$100,000.
- Approval of the transfer could set a precedent for removing other territory from the district.
- The two homes are not geographically isolated from any affected school district.

5.3 Santa Clara Unified SD

The governing board of the Santa Clara Unified SD voted in favor of the transfer.

6.0 REASONS FOR THE APPEAL

Chief petitioners or school districts, pursuant to *EC* Section 35710.5, may appeal a County Committee decision on territory transfers for issues of noncompliance with the provisions of *EC* sections 35705, 35706, 35709, and 35710.

The chief petitioners base their appeal on the claim that the County Committee improperly applied *EC* Section 35753 criteria, specifically as they relate to the “Community Identity” and “Increased Property Values” conditions. Specific concerns from the appeal regarding these conditions will be addressed as part of the discussion in Section 7.0.

7.0 CDE RESPONSES TO THE APPEAL

The issues raised by the appellants are discussed below. County Committee findings as well as the CDE responses to these issues are included.

7.1 ***EC* Section 35753(a)(2): The districts are each organized on the basis of a substantial community identity.**

County Office of Education/County Committee Findings

The study prepared for the County Committee by the Santa Clara COE finds that this “Community Identity” condition is substantially met. The study further notes that the proposed transfer area can be considered isolated from the Santa Clara Unified SD for the following three reasons:

- Glorietta Circle ingress and egress for the petitioners requires them to travel through the Cupertino Union SD and the Fremont Union High SD.
- There is no direct access from the homes proposed for transfer to schools in the Santa Clara Unified SD.
- Of the 45 homes with a Glorietta Circle address, only the two homes of the petitioners are not within the Cupertino Union SD and the Fremont Union High SD.

Despite the COE recommendation that this condition is substantially met, five of the eight County Committee members determined that the condition is not substantially met. County Committee members, in their discussions of the condition, focused primarily on the issue of isolation of the two homes. Members voting that the “community identity” condition is met agreed with the findings and recommendation of the COE, noting that the two homes are isolated from the Santa Clara Unified SD. Members voting that the “community identity” condition is not met disagreed with the COE’s findings, noting that the level of isolation of the two homes from the Santa Clara

Unified SD is not significant enough to warrant transferring the territory from that district. There was little discussion by County Committee members regarding whether or not the affected districts would continue to be organized on the basis of a substantial community identity if the two homes were transferred—which is the core of this condition.

Petitioner Appeal

The petitioners state the following regarding community identity in their appeal of the County Committee's action:

- Historically, districts and Glorietta Circle residents alike assumed that the two homes proposed for transfer were in the Cupertino Union SD and the Fremont Union High SD. The mistake was discovered only when one of the homes recently was listed for sale.
- The current school district assignment would impede any child living in either of the two homes from being a full part of the social network of Glorietta Circle.
- Glorietta Circle is an “intimate neighborhood” of 45 homes. The two homes proposed for transfer are the only two homes in this neighborhood that are not part of the Cupertino Union SD and the Fremont Union High SD.

CDE Response

The CDE agrees with the Santa Clara COE findings and recommendation that the “Community Identity” condition is substantially met regarding the proposed transfer of the two Glorietta Circle homes. Thus, the CDE disagrees with the County Committee vote that the condition “is not substantially met.”

EC Section 35753(a)(2) requires the County Committee to determine if, after a proposed reorganization, affected districts would be “organized on the basis of a substantial community identity.” Based on a review of the meeting transcripts, it appears to the CDE that most of the County Committee discussion regarding this condition focused on the two homes and whether or not these homes are isolated from the Santa Clara Unified SD. Thus, in CDE’s opinion, the County Committee vote reflects a determination of the degree of isolation of the territory proposed for transfer rather than a finding that the territory transfer will negatively affect the community identity of the districts (which is the basis of the “Community Identity” condition).

Moreover, there exist a number of circumstances regarding the proposed territory transfer that would contribute to the organization of the districts based on community identity. Those circumstances include:

- The historical involvement of residents from the two Glorietta Circle homes with the Cupertino Union SD and the Fremont Union High SD; including students attending schools in those districts and adults engaging in school district activities and volunteer work.
- The historical acceptance of students by the Cupertino Union SD and the Fremont Union High SD into schools of those districts.
- The portrayal of the two homes as part of the Cupertino Union SD and the Fremont Union High SD by maps maintained by the Santa Clara COE and the United States Census Bureau (Figures 1 and 2).

In summary, the CDE agrees with the Santa Clara COE recommendation that all affected districts will be organized based on a substantial community identity if the transfer of the two Glorietta Circle homes is approved. Moreover, the CDE determines that community identity issues raised by the Santa Clara COE and by the CDE (in the above discussion) constitute a compelling reason to approve the transfer. Additional discussion of this “compelling reason” issue will be provided in Section 7.3.

7.2 EC Section 35753(a)(8): The proposed reorganization is primarily designed for purposes other than to significantly increase property values.

County Office of Education/County Committee Findings

This condition was included in the *Education Code* to address concerns that some homeowners seek to transfer their property to school districts that are perceived as more desirable in terms of being associated with affluent communities and/or having high performing schools—thus potentially increasing property values. The study prepared for the County Committee by the Santa Clara COE finds that the proposed transfer is not primarily designed to increase property values and contains a recommendation that the “Increased Property Values” condition is substantially met. The Santa Clara COE’s rationale for this recommendation is based on two issues:

- A review of Zillow⁴ property values indicated that the average value of the two homes (within the Santa Clara Unified SD) actually exceeded the average value of the other Glorietta Circle homes by almost nine percent. Thus, inclusion in the Cupertino Union SD and

⁴ Zillow (www.zillow.com) is a widely used Internet resource for selling, buying, renting, and estimating property values of residential homes.

the Fremont Union High SD does not appear to increase property values.

- The community identity issues raised by the petitioners are valid and those issues appear to be the primary motivation for transferring the property. Thus, even if property values do increase as a result of the transfer, the petitioners' primary reason for the transfer is not to increase property values.

In summary, the Santa Clara COE determined there was no reason to support a finding that an increase in property values was the "primary" motivation for petitioners.

The County Committee, after minimal discussion about whether or not the transfer substantially met the "Increased Property Values" condition, ended with a tie (four to four) vote on a motion that the condition was substantially met. According to County Committee bylaws, the tie vote meant that the motion failed.

Petitioner Appeal

The petitioners note, in their appeal, the following:

- The Santa Clara COE found no financial advantage to moving the homes into the Cupertino Union SD and the Fremont Union High SD.
- Petitioners are not interested in selling their homes and have no financial need to increase property values.
- The County Committee vote on the condition resulted in a four to four tie vote. Thus, the County Committee members expressed no clear opinion on the condition.

CDE Response

The Cupertino Union SD is considered one of the highest performing school districts in the state. As such, CDE expects that transfer of the two Glorietta Circle homes into the Cupertino Union SD and the Fremont Union High SD could result in some increase in the property values for those homes.

However, CDE agrees with the Santa Clara COE's determination that the petitioners' stated (community identity) reasons for requesting the territory transfer are valid (see Section 7.1).

It is CDE's determination that the transfer of territory is not primarily designed to increase the property values of the petitioners—thus, the CDE finds that this "Increased Property Values" condition is substantially met.

7.3 Summary

After reviewing the appellants' claims, transcripts of public meetings, the Santa Clara COE study, and County Committee actions, and conducting its own analyses of the issues, the CDE recommends that all nine of the threshold conditions contained in *EC* Section 35753(a) are substantially met. Thus, if the SBE agrees with this recommendation, it can consider overturning the County Committee's action to disapprove the transfer of the two Glorietta Circle homes if it finds that a "local educational need or concern" (*EC* Section 35500) to transfer the territory exists.

The only local educational needs or concerns cited by the petitioners to support the transfer are related to "community identity" issues. Specifically, the petitioners noted the following reasons to request the transfer:

- The transfer area historically has been included in the "communities" of the Cupertino Union SD and the Fremont Union High SD;
- Exclusion from attending schools of Cupertino Union SD and the Fremont Union High SD would impede any child living in either of the two homes from being a full part of the social network of Glorietta Circle; and
- Glorietta Circle is clearly a separate neighborhood in which the territory proposed for transfer contains the only two homes that are in the Santa Clara Unified SD.

Both the Cupertino Union SD and the Fremont Union High SD state a "local educational need or concern" that could be used to support disapproving the transfer. These districts oppose the transfer primarily because of concerns that approval would set a precedent for future homeowners to petition for transfer into the districts. Although there would be very little direct impact on the two districts due to transfer of just these two homes, future transfers (if approved) could have significant negative effects on the districts' ability to provide classrooms for increased numbers of students.

Although the County Committee did not formally consider reasons to support the transfer, those members that voted to approve the transfer did address reasons for their support, noting that: (1) this is a simple issue of two homes at the end of a circle, (2) because of the specific circumstances of the proposed transfer, approval will not set a precedent, and (3) the Glorietta Circle community is a clearly demarcated neighborhood.

As noted previously (Section 7.1), the CDE agrees with the Santa Clara COE that the specific conditions of the proposed territory transfer represent

“geographic isolation and historical precedence.” According to the Santa Clara COE, a finding of geographic isolation is supported by the following:

- There is no direct access from the homes proposed for transfer to schools in the Santa Clara Unified SD. All travel in and out of the Glorietta Circle neighborhood requires travel through the Cupertino Union SD and the Fremont Union High SD.
- Of the 45 homes with a Glorietta Circle address, only the two homes of the petitioners are not within the Cupertino Union SD and the Fremont Union High SD.

For almost 40 years, the two homes have been considered part of the Cupertino Union SD and the Fremont Union High SD. The following factors support “historical precedence” as a compelling reason for the territory transfer:

- Residents from the two Glorietta Circle homes have been involved with the Cupertino Union SD and the Fremont Union High SD since at least 1976; with students historically attending schools in those districts and adults engaging in school district activities and volunteer work.
- Both the Cupertino Union SD and the Fremont Union High SD have allowed students from these two homes to attend schools in those districts since at least 1976.
- Maps maintained by the Santa Clara COE and the United States Census Bureau historically have included the two homes in the Cupertino Union SD and the Fremont Union High SD.

Finally, CDE does not share the concerns of the Cupertino Union SD and the Fremont Union High SD that approval of this territory transfer will set a precedent for approval of future transfers into the districts. Reasons for this proposed Glorietta Circle transfer represent a very narrow set of circumstances, which include: (1) the historical precedence described previously, (2) inclusion in a very clearly demarcated neighborhood, (3) the almost inconsequential direct effects on any affected school district, and (4) the lack of evidence that the territory transfer is primarily designed to increase property values.

Moreover, the County Committee has addressed many proposed territory transfers into school districts considered very desirable (e.g., Cupertino, Los Altos, Los Gatos, and Saratoga) since the early 1990s. The vast majority of the proposals have been disapproved by the County Committee—although a handful of the proposals were approved. Clearly, approval of this handful

of territory transfer proposals set no precedent for the vast majority which were disapproved.

Thus, the CDE finds that the community identity reasons for which the petition was submitted constitute compelling reasons to approve the transfer. Because of this finding, coupled with the earlier findings that the proposed territory transfer substantially meets all of the required conditions in *EC* Section 35753, the CDE recommends that the SBE reverse the County Committee disapproval of the transfer.

8.0 PLANS AND RECOMMENDATIONS FOR THE PROPOSAL

EC Sections 35730 to 35738 describe certain provisions that must either be included by the SBE in a proposal to reorganize school districts or that may be included or amended by the SBE. The provisions only need to be included if the SBE reverses the County Committee action to disapprove the territory transfer. The following subsections address these provisions in the event the territory transfer is approved through SBE action.

8.1 Election Area

Determination of the area in which the election for a reorganization proposal will be held is one of the provisions under *EC* Article 3 (commencing with Section 35730) of Chapter 4 of Part 21 of Division 3 that the SBE may add or amend. *EC* Section 35710.5(c) also indicates that, following the review of an appeal, the SBE must determine the area of election.

The plans and recommendations to reorganize districts may specify an area of election, but specification of an election area is not required (*EC* Section 35732). If a plan does not specify the area of election, the statute specifies that “the election shall be held only in the territory proposed for reorganization.” The County Committee did not take any action to establish the area of election since it disapproved the proposed transfer of the Pruneridge neighborhood. However, as noted above, *EC* Section 35710.5(c) still requires the SBE to establish an election area.

In establishing the area of election, the CDE and SBE follow the legal precedent set by the California Supreme Court in *Board of Supervisors of Sacramento County, et al. v. Local Agency Formation Commission* (1992) 3 Cal. 4th 903 (the “*LAFCO*” decision). *LAFCO* holds that elections may be confined to within the boundaries of the territory proposed for reorganization (the “default” area), provided there is a *rational basis* for doing so. *LAFCO* requires the examination of: (1) the public policy reasons for holding a reorganization election within the boundaries specified, and (2) whether there is a genuine difference in the relevant interests of the groups that the election plan creates (in the current reorganization, the analysis examines the interests of voters in the territory to be transferred from the Santa Clara

Unified SD, those that will remain in the Santa Clara Unified SD, and those in the districts that would receive the territory—the Cupertino Union SD and the Fremont Union High SD).

The proposed transfer, in the opinion of the CDE, does not reflect any genuinely different interests between voters in the transfer area and voters in any of the affected school districts. A reduced voting area has a fair relationship to a legitimate public purpose. State policy favors procedures that promote orderly school district reorganization statewide in a manner that allows for planned, orderly, community-based school systems that adequately address transportation, curriculum, faculty, and administration.

Finally, discussion of other judicial activity in this area is warranted. In a case that preceded *LAFCO*, the California Supreme Court invalidated an SBE reorganization decision that approved an area of election that was limited to the newly unified district. As a result, electors in the entire high school district were entitled to vote (*Fullerton Joint Union High School District v. State Board of Education* [1982] 32 Cal. 3d 779 [*Fullerton*]). The *Fullerton* court applied strict scrutiny and required demonstration of a compelling state interest to justify the exclusion of those portions of the district from which the newly unified district would be formed.

The *Fullerton* case does not require that the SBE conduct a different analysis than that described above. The *LAFCO* decision disapproved the *Fullerton* case, and held that absent invidious discrimination, the rational basis approach to defining the election area applied. In this matter, no discrimination, segregation, or racial impacts are identified. Accordingly, the *LAFCO* standard and analysis applies.

Given the CDE determinations that the transfer would not significantly affect voters outside the Glorietta Circle neighborhood and that no discrimination, segregation, or racial impacts are identified, the CDE recommends that the SBE, should it reverse the County Committee's action to disapprove the transfer, establish the territory proposed for transfer as the election area.⁵

8.2 Local Control Funding Formula (LCFF) Entitlement

EC Section 35735 requires each school district reorganization proposal to contain a computation of the LCFF entitlement for each reorganized school district. However, there will be no effects on any affected districts LCFF entitlement because the territory proposed for transfer contains no public school students. If approved, the transfer of the Glorietta Circle homes will require no special LCFF funding adjustments.

⁵ There are fewer than 12 voters residing in the area proposed for transfer—thus, the area is legally uninhabited pursuant to *EC* Section 35517. If this proposed transfer area is established as the election area, no election can be conducted in this uninhabited territory (*EC* Section 35710.1) and the transfer will be deemed approved.

8.3 Division of Property, Funds, and Obligations

A proposal may include a provision for the division of property and obligations of any district whose territory is being partially included in one or more districts (*EC Section 35736*). The County Committee included no proposal, thus requiring that existing provisions of the *Education Code* apply. The CDE recommends that the SBE similarly allow the division of property and obligations to be guided by existing provisions of the *Education Code*, which includes the following:

- The transferred territory will drop any liability for the outstanding bonded indebtedness of the Santa Clara Unified SD and assume its proportionate share of any bonded indebtedness of the Cupertino Union SD and Fremont Union High SD (*EC Section 35575*). Pursuant to *EC Section 35738*, the SBE may provide for a different method of dividing bonded indebtedness to provide “greater equity.”
- Any assets and liabilities (other than real property) shall be divided pro rata based on AV (*EC Section 35560*).
- Disputes arising from any division of property, funds, or obligations shall be resolved by the affected school districts and the county superintendent of schools through a board of arbitrators. The board shall consist of one person appointed by each district and one by the county superintendent of schools. The written findings and determination of the majority of the board of arbitrators is final, binding, and may not be appealed (*EC Section 35565*).

9.0 RECOMMENDED ACTION

The CDE recommends that the SBE: (1) review the appeal on the administrative record in conjunction with a public hearing and (2) reverse the action of the County Committee to disapprove a territory transfer from the Santa Clara Unified SD to the Cupertino Union SD and the Fremont Union High SD.

The CDE further recommends that, if the SBE reverses the County Committee’s action, it establishes the territory proposed for transfer as the election area.



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

SUBJECT	
International Studies Language Academy: Consider a Material Revision of the Charter to Change from Opening in 2016–17 to 2017–18.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

International Studies Language Academy (ISLA), a State Board of Education (SBE)-authorized charter school, requests a material revision of its charter from opening in the 2016–17 school year to the 2017–18 school year (Attachment 1).

On June 15, 2016, ISLA submitted a request for a material revision to its charter requesting to open in 2017–18. ISLA will not be able to secure a facility and make any necessary regulatory approvals that could include obtaining a conditional use permit and remodeling a leased facility to meet E occupancy requirements that were required by September 30, 2016, as a condition of SBE approval in May 2016.

RECOMMENDATION

The California Department of Education (CDE) proposes to recommend that the SBE hold a public hearing regarding the petition, and thereafter to approve, with one condition and two technical amendments, the request for a material revision to the ISLA charter petition from opening in the 2016–17 school year to the 2017–18 school year. Inherent to this recommendation, the CDE recommends the following condition: ISLA must adhere to the terms and conditions as noted in Attachment 6 of the item, SBE Standard Conditions on Opening and Operation.

The CDE will conduct a pre-opening site visit at least 30 days prior to the scheduled opening date. Written authorization from the CDE would be required prior to the operation of any additional facility.

Advisory Commission on Charter Schools

The Advisory Commission on Charter Schools August 3, 2016, meeting was cancelled. The ISLA item is moving forward to meet the September 30, 2016, operational deadline as required by the SBE.

BRIEF HISTORY OF KEY ISSUES

The SBE approved ISLA on May 12, 2016, with four conditions and eight technical amendments for a five-year term effective July 1, 2016, through June 30, 2021.

In considering the ISLA request for a material revision, the CDE reviewed the following:

- The ISLA petition and appendices (Attachments 3 and 5)
- Educational and demographic data of schools where pupils would otherwise be required to attend (Attachment 2)
- The ISLA budget and financial projections (Attachment 4)

Budget

The ISLA multi-year projected budget includes the following:

- A planning year in 2016–17
- 438 pupils in transitional kindergarten (TK) to grade seven in 2017–18
- 678 pupils in TK to grade eight in 2018–19
- 796 pupils in TK to grade eight in 2019–2020
- 950 pupils in TK to grade eight in 2020–21

The SBE approved ISLA on May 12, 2016, for a five-year term effective July 1, 2016, through June 30, 2021; therefore, the ISLA five-year term is 2016–2021, and not 2017–2022.

Revenue

The ISLA multi-year projected budget includes lottery funds in the first year of operation, Fiscal Year (FY) 2017–18, however, lottery funds are based on prior year annual average daily attendance (ADA). Consequently, ISLA will not begin receiving lottery funds until the second year of operation, FY 2018–19. Therefore, the CDE excluded the lottery funds of \$76,503 from the ISLA projected revenue in FY 2017–18. The CDE recalculated the lottery funds based on prior year annual ADA and find that the lottery

funds are understated by \$34,584 and \$21,308 in FYs 2018–19 and 2019–2020. These adjustments were included in the CDE’s budget analysis.

The CDE noted that the ISLA multi-year projected budget overstates the mandate block grant by \$3,154 and \$1,457 in the second and third years of operation, FYs 2018–19 and 2019–2020, based on \$14.21 per prior year Second Principal Apportionment ADA. These adjustments were included in CDE’s budget analysis.

The ISLA multi-year projected budget includes federal Public Charter Schools Grant Program (PCSGP) funds of \$275,000 and \$100,000 in the first and second years of operation, FYs 2017–18 and 2018–19. However, the PCSGP is currently extended only through FY 2017–18; therefore, the CDE excluded the PCSCG amount of \$100,000 from the ISLA projected revenue in FY 2018–19.

The ISLA multi-year projected budget, as submitted, was calculated using an incorrect Fiscal Crisis and Management Assistance Team (FCMAT) Local Control Funding Formula (LCFF) calculator. Therefore, the CDE used the May 13, 2016, FCMAT LCFF calculator to recalculate the ISLA LCFF revenue. The CDE found that ISLA had understated LCFF revenue by \$440,674, \$384,842, and \$676,229 for FYs 2017–18 through 2019–2020. These adjustments were included in the CDE’s budget analysis.

Using the May 13, 2016, version of the LCFF calculator, the CDE concludes that ISLA is likely able to successfully implement a fiscal plan that is sustainable and fiscally viable with projected enrollment of 438, 678, and 796 with ending fund balances of \$578,861, \$1,023,435, and \$1,863,100 and reserves of 16.1 percent, 17.2 percent, and 26.9 percent in its first three years of operation respectively. The CDE concludes that the ISLA multi-year financial plan does provide for projected operating surpluses in FY year one to year three, increasing positive fund balances, and adequate reserves.

Expenditures

The multi-year projected budget understates the expenditures in the California State Teachers’ Retirement System (CalSTRS) because the CDE has determined that ISLA used the incorrect rate for CalSTRS calculations. Therefore, the ISLA understated CalSTRS by \$24,115, \$42,155, and \$48,506 for FYs 2017–18 through 2019–2020. These increased expenditures were included in the CDE’s budget analysis.

The ISLA multi-year projected budget understates employee health benefits by omitting two certificated positions in FYs 2017–18 and 2018–19, and two and half certificated positions and three classified positions in FY 2019–2020. The ISLA multi-year projected budget understates classified employee health benefits by \$12,000, \$12,600, and \$36,383 respectively. These increased expenditures were included in the CDE’s budget analysis.

The ISLA multi-year projected budget understates the expenditures of educational consultants in the amounts of \$3,642, \$4,163, and \$6,961, respectively, for FYs 2017–18, 2018–19, and 2019–20. The expenditure is calculated by one percent of state

revenue. As the state revenue increases, the expenditures of educational consultants increase accordingly. These increased expenditures were included in the CDE's budget analysis.

The ISLA multi-year projected budget understates the expenditures of special education encroachment in the amounts of \$18,209, \$20,814, and \$34,804, respectively, for FYs 2017–18, 2018–19, and 2019–20. The expenditure is calculated by five percent of state revenue. As the state revenue increases, the expenditures of special education encroachment increase accordingly. These increased expenditures were included in the CDE's budget analysis.

The line of credit (LOC) is not guaranteed or secured; therefore, the cash inflow of \$766,204, \$697,371, and \$409,958 and cash outflow of \$725,446, \$738,129 and \$409,958 should be excluded from the cash flow section (p.11, Attachment 4). In addition, the CDE excluded the interest payment of LOC in the amount of \$4,657, \$6,168, and \$4,921 from the ISLA projected expenditure in FYs 2017–18, 2018–19, and 2019–20.

The CDE proposes to recommend that the SBE approve the request for a material revision of the ISLA charter, with the recommended technical amendments, for the following reasons:

- ISLA provides pupils with a sound educational program that proposes to implement a dual-immersion program for transitional kindergarten through grade five in four targeted languages as follows: German, Spanish, Italian, and French. Additionally, the ISLA petitioners propose to implement an immersion and acquisition language program for grade six through grade eight offering the languages noted above.
- The mission of ISLA is to ensure high-level academics in core subjects and language acquisition for all pupils regardless of their socioeconomic status or English proficiency to promote global competence, college preparedness, and career readiness.
- The CDE reviewed the ISLA budget and multi-year fiscal plan and concludes that ISLA is likely able to successfully implement a fiscal plan that is sustainable and fiscally viable as noted above.
- ISLA has submitted all required documentation to the CDE including, but not limited to, compliance documents and budget reports.

The CDE finds that the ISLA material revision to the ISLA petition meets the standards and criteria in *EC* Section 47605 with the required technical amendments.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Currently, 29 charter schools operate under SBE authorization as follows:

- One statewide benefit charter, operating a total of six sites
- Seven districtwide charters operating a total of eighteen sites
- Twenty one charter schools, authorized on appeal after local or county denial

The SBE delegates oversight duties of the districtwide charters to the county office of education of the county in which the districtwide charter is located. The SBE delegates oversight duties of the remaining charter schools to the CDE.

FISCAL ANALYSIS (AS APPROPRIATE)

If approved as an SBE-authorized charter school, the CDE would receive approximately one percent of the revenue of ISLA for the CDE's oversight activities. However, no additional resources are allocated to the CDE for oversight.

ATTACHMENT(S)

Attachment 1: California Department of Education Charter School Petition Review Form: International Studies Language Academy (37 Pages)

Attachment 2: International Studies Language Academy School Data Tables (7 Pages)

Attachment 3: International Studies Language Academy Material Revision Petition (254 Pages)

Attachment 4: International Studies Language Academy School Budget and Financial Projections (11 Pages)

Attachment 5: International Studies Language Academy Appendices and Attachments (77 Pages)

Attachment 6: State Board of Education Standard Conditions on Opening and Operation (3 pages)

**California Department of Education
Charter School Petition Review Form:
International Studies Language Academy**

Key Information Regarding International Studies Language Academy (ISLA)						
Proposed Grade Span and Build out Plan	Table 1					
	2016–2021 Proposed Enrollment					
	Grade	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021
	K	NA	96	96	96	96
	1	NA	96	96	96	96
	2	NA	24	96	96	96
	3	NA	24	36	96	96
	4	NA	24	36	50	96
	5	NA	24	36	50	96
	6	NA	60	72	72	120
	7	NA	90	120	120	180
	8	NA	NA	90	120	180
	9	NA	NA	NA	NA	NA
	10	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	
12	NA	NA	NA	NA	NA	
Total	NA	438	678	796	950	
NA=Not Applicable						
Proposed Location	ISLA has designated a target location for the ISLA campus to be in southern Glendale. As of May 2016, ISLA has begun negotiations for a facility located at 831 N. Pacific Avenue, Glendale, CA.					
Brief History	<p>The mission of ISLA is to ensure high-level academics in core subjects and language acquisition for all pupils regardless of their socioeconomic status or English proficiency to promote global competence, college preparedness, and career readiness.</p> <p>ISLA was approved by the State Board of Education (SBE) on May 12, 2016, for a five-year term effective July 1, 2016, through June 30, 2021, with four conditions and eight technical amendments.</p>					
Lead Petitioner(s)	Gillian Bonacci, Lead Petitioner Hilary Stern, Lead Petitioner					

Summary of Required Charter Elements Pursuant to California <i>Education Code (EC)</i> Section 47605(b)		
	Charter Elements Required Pursuant to <i>EC</i> Section 47605(b)	Meets Requirements
	Sound Educational Practice	Yes
	Ability to Successfully Implement the Intended Program	Yes
	Required Number of Signatures	NA
	Affirmation of Specified Conditions	Yes
1	Description of Educational Program	*Yes
2	Measurable Pupil Outcomes	Yes
3	Method for Measuring Pupil Progress	Yes
4	Governance Structure	Yes
5	Employee Qualifications	Yes
6	Health and Safety Procedures	Yes
7	Racial and Ethnic Balance	Yes
8	Admission Requirements	Yes
9	Annual Independent Financial Audits	Yes
10	Suspension and Expulsion Procedures	Yes
11	Retirement Coverage	Yes
12	Public School Attendance Alternatives	Yes
13	Post-employment Rights of Employees	Yes
14	Dispute Resolution Procedures	*Yes
15	Exclusive Public School Employer	Yes
16	Closure Procedures	Yes
	Standards, Assessments, and Parent Consultation	Yes
	Effect on Authorizer and Financial Projections	Yes
	Teacher Credentialing	Yes
	Transmission of Audit Report	Yes
	Goals to Address the Eight State Priorities	Yes

*If approved as a SBE-authorized charter school, the petition will require amendments pursuant to *California Code of Regulations*, Title 5 (5 CCR), Section 11967.5.1 by December 1, 2016.

Requirements for State Board of Education-Authorized Charter Schools

Sound Educational Practice	EC Section 47605(b) 5 CCR Section 11967.5.1(a) and (b)
<p>Evaluation Criteria</p> <p>For purposes of <i>EC</i> Section 47605(b), a charter petition shall be “consistent with sound educational practice” if, in the SBE’s judgment, it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted by the SBE.</p> <p>For purposes of <i>EC</i> Section 47605(b)(1), a charter petition shall be “an unsound educational program” if it is either of the following:</p> <ul style="list-style-type: none"> (1) A program that involves activities that the SBE determines would present the likelihood of physical, educational, or psychological harm to the affected pupils. (2) A program that the SBE determines not likely to be of educational benefit to the pupils who attend. 	
Is the charter petition “consistent with sound educational practice?”	Yes

Comments:

The ISLA petition is consistent with sound educational practice.

The petitioners propose to serve 438 pupils in transitional kindergarten (TK) through grade seven in 2017–18 and expand to 950 pupils in TK through grade eight by 2020–21 (p. 1, Attachment 1).

The vision of ISLA is to be recognized as a top-ranked learning community that develops lifelong learners who are prepared to succeed in a global society (p. 7, Attachment 3). The petition states that ISLA will achieve the mission and vision by offering a diverse environment rich in cultural exchange and united by the common purpose of learning world languages, local and international awareness, understanding other cultures and exploring different ways of thinking through: dual-language immersion and language acquisition, core knowledge and skills, diversity in learning, community service, small learning communities, and an understanding of global citizenship (p. 8, Attachment 3).

The ISLA petition proposes to implement a dual immersion language program for TK through grade five using the following instruction percentages:

- TK–1: 90/10 model
- Grade two: 80/20 model
- Grade three: 70/30 model
- Grade four: 60/40 model
- Grade 5: 50/50 model.

Additionally, the ISLA petitioner proposes to implement a language immersion and acquisition program for pupils in grade six through grade eight, whereas instruction will be delivered through the 75/25 percentage model (p. 40, Attachment 3).

Ability to Successfully Implement the Intended Program	EC Section 47605(b)(2) 5 CCR Section 11967.5.1(c)
<p>Evaluation Criteria For purposes of <i>EC</i> Section 47605(b)(2), the SBE shall take the following factors into consideration in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program":</p> <ol style="list-style-type: none"> 1. If the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the SBE regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners' control. 2. The petitioners are unfamiliar in the SBE's judgment with the content of the petition or the requirements of law that would apply to the proposed charter school. 3. The petitioners have presented an unrealistic financial and operational plan for the proposed charter school (as specified). 4. The petitioners personally lack the necessary background in the following areas critical to the charter school's success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in curriculum, instruction, assessment, and finance and business management. 	
Are the petitioners able to successfully implement the intended program?	Yes

Comments:

The ISLA petitioners are able to successfully implement the intended program.

Budget

The ISLA multi-year projected budget includes the following:

- A planning year in 2016–17
- 438 pupils in transitional kindergarten (TK) to grade seven in 2017–18
- 678 pupils in TK to grade eight in 2018–19
- 796 pupils in TK to grade eight in 2019–2020

- 950 pupils in TK to grade eight in 2020–21

The SBE approved ISLA on May 12, 2016, for a five-year term effective July 1, 2016, through June 30, 2021; therefore, the ISLA five-year term is 2016–2021, and not 2017–2022.

Revenue

The ISLA multi-year projected budget includes lottery funds in the first year of operation, Fiscal Year (FY) 2017–18, however, lottery funds are based on prior year annual average daily attendance (ADA). Consequently, ISLA will not begin receiving lottery funds until the second year of operation, FY 2018–19. Therefore, the CDE excluded the lottery funds of \$76,503 from the ISLA projected revenue in FY 2017–18. The CDE recalculated the lottery funds based on prior year annual ADA and find that the lottery funds are understated by \$34,584 and \$21,308 in FYs 2018–19 and 2019–2020. These adjustments were included in the CDE's budget analysis.

The CDE noted that the ISLA multi-year projected budget overstates the mandate block grant by \$3,154 and \$1,457 in the second and third years of operation, FYs 2018–19 and 2019–2020, based on \$14.21 per prior year Second Principal Apportionment ADA. These adjustments were included in CDE's budget analysis.

The ISLA multi-year projected budget includes federal Public Charter Schools Grant Program (PCSGP) funds of \$275,000 and \$100,000 in the first and second years of operation, FYs 2017–18 and 2018–19. However, the PCSGP is currently extended only through FY 2017–18; therefore, the CDE excluded the PCSCG amount of \$100,000 from the ISLA projected revenue in FY 2018–19.

The ISLA multi-year projected budget, as submitted, was calculated using an incorrect Fiscal Crisis and Management Assistance Team (FCMAT) Local Control Funding Formula (LCFF) calculator. Therefore, the CDE used the May 13, 2016, FCMAT LCFF calculator to recalculate the ISLA LCFF revenue. The CDE found that ISLA had understated LCFF revenue by \$440,674, \$384,842, and \$676,229 for FYs 2017–18 through 2019–2020. These adjustments were included in the CDE's budget analysis.

Using the May 13, 2016, version of the LCFF calculator, the CDE concludes that ISLA is likely able to successfully implement a fiscal plan that is sustainable and fiscally viable with projected enrollment of 438, 678, and 796 with ending fund balances of \$578,861, \$1,023,435, and \$1,863,100 and reserves of 16.1 percent, 17.2 percent, and 26.9 percent in its first three years of operation respectively. The CDE concludes that the ISLA multi-year financial plan does provide for projected operating surpluses in FY year one to year three, increasing positive fund balances, and adequate reserves.

Expenditures

The multi-year projected budget understates the expenditures in the California State Teachers' Retirement System (CalSTRS) because the CDE has determined that ISLA used the incorrect rate for CalSTRS calculations. Therefore, the ISLA understated CalSTRS by \$24,115, \$42,155, and \$48,506 for FYs 2017–18 through 2019–2020. These increased expenditures were included in the CDE's budget analysis.

The ISLA multi-year projected budget understates employee health benefits by omitting two certificated positions in FYs 2017–18 and 2018–19, and two and half certificated positions and three classified positions in FY 2019–2020. The ISLA multi-year projected budget understates classified employee health benefits by \$12,000, \$12,600, and \$36,383 respectively. These increased expenditures were included in the CDE's budget analysis.

The ISLA multi-year projected budget understates the expenditures of educational consultants in the amounts of \$3,642, \$4,163, and \$6,961, respectively, for FYs 2017–18, 2018–19, and 2019–20. The expenditure is calculated by one percent of state revenue. As the state revenue increases, the expenditures of educational consultants increase accordingly. These increased expenditures were included in the CDE's budget analysis.

The ISLA multi-year projected budget understates the expenditures of special education encroachment in the amounts of \$18,209, \$20,814, and \$34,804, respectively, for FYs 2017–18, 2018–19, and 2019–20. The expenditure is calculated by five percent of state revenue. As the state revenue increases, the expenditures of special education encroachment increase accordingly. These increased expenditures were included in the CDE's budget analysis.

The line of credit (LOC) is not guaranteed or secured; therefore, the cash inflow of \$766,204, \$697,371, and \$409,958 and cash outflow of \$725,446, \$738,129 and \$409,958 should be excluded from the cash flow section (p.11, Attachment 4). In addition, the CDE excluded the interest payment of LOC in the amount of \$4,657, \$6,168, and \$4,921 from the ISLA projected expenditure in FYs 2017–18, 2018–19, and 2019–20.

Required Number of Signatures	<i>EC Section 47605(b)(3)</i> <i>5 CCR Section 11967.5.1(d)</i>
Evaluation Criteria For purposes of <i>EC Section 47605(b)(3)</i> , a charter petition that “does not contain the number of signatures required by [law]” ..., shall be a petition that did not contain the requisite number of signatures at the time of its submission ...	
Does the petition contain the required number of signatures at the time of its submission?	NA

Comments:

Signatures are not applicable for a material revision.

Affirmation of Specified Conditions	EC Section 47605(b)(4) EC Section 47605(d) 5 CCR Section 11967.5.1(e)
<p>Evaluation Criteria For purposes of <i>EC</i> Section 47605(b)(4), a charter petition that "does not contain an affirmation of each of the conditions described in [<i>EC</i> Section 47605(d)]" ..., shall be a petition that fails to include a clear, unequivocal affirmation of each such condition. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in <i>EC</i> Section 47605(d).</p>	
<p>(1) [A] charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California <i>Penal Code</i>. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.</p>	Yes
<p>(2) (A) A charter school shall admit all pupils who wish to attend the school.</p> <p>(B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in <i>EC</i> Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.</p> <p>(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.</p>	Yes
<p>(3) If a pupil is expelled or leaves the charter school without graduating</p>	Yes

Affirmation of Specified Conditions	<i>EC Section 47605(b)(4)</i> <i>EC Section 47605(d)</i> <i>5 CCR Section 11967.5.1(e)</i>
<p>or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to [EC] Section 48200.</p>	
Does the charter petition contain the required affirmations?	Yes

Comments:

The ISLA petition contains the required affirmations.

The 16 Charter Elements

1. Description of Educational Program	<i>EC Section 47605(b)(5)(A)</i> <i>5 CCR Section 11967.5.1(f)(1)</i>
<p>Evaluation Criteria The description of the educational program ..., as required by <i>EC Section 47605(b)(5)(A)</i>, at a minimum:</p>	
<p>(A) Indicates the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges.</p>	<p>*Yes</p>
<p>(B) Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an "educated person" in the 21st century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners.</p>	<p>Yes</p>
<p>(C) Includes a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population.</p>	<p>Yes</p>
<p>(D) Indicates the basic learning environment or environments (e.g., site-based matriculation, independent study, community-based education, technology-based education).</p>	<p>Yes</p>
<p>(E) Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school’s pupils to master the content standards for the four core curriculum areas adopted by the SBE pursuant to <i>EC Section 60605</i> and to achieve the objectives specified in the charter.</p>	<p>Yes</p>
<p>(F) Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.</p>	<p>Yes</p>

1. Description of Educational Program	<i>EC Section 47605(b)(5)(A)</i> 5 <i>CCR Section 11967.5.1(f)(1)</i>
(G)Indicates how the charter school will meet the needs of students with disabilities, English learner, students achieving substantially above or below grade level expectations, and other special student populations.	*Yes
(H) Specifies the charter school’s special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of <i>EC Section 47641</i> , the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school’s understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities.	*Yes
Does the petition overall present a reasonably comprehensive description of the educational program?	*Yes; Technical Amendment

Comments:

The ISLA petition presents a reasonably comprehensive description of the educational program. However, the petition does not use the correct language throughout the petition with regard to the California Assessment of Student Performance and Progress (CAASPP). Additionally, the ISLA petition does not include a statement that ISLA has currently been accepted into the Los Angeles County Special Education Local Plan Area (SELPA).

Educational Program

The ISLA petition proposes to serve pupils within the Glendale Unified School District (GUSD). The mission of ISLA is to ensure high-level academics in core subjects and language acquisition for all pupils regardless of their socioeconomic status or English proficiency to promote global competence, college preparedness, and career readiness.

The ISLA petitioners propose to implement a dual-immersion program for TK through grade five in four targeted languages as follows: German, Spanish, Italian, and French. Additionally, the ISLA petitioners propose to implement an immersion and acquisition language program for grade six through grade eight offering the languages noted above. The petition includes a matrix describing which core academic subjects will be taught in each targeted language (pp. 41–44, Attachment 3). Additionally, the ISLA petition outlines a language program enrollment for TK through grade eight (pp. 20–23, Attachment 3).

The ISLA petitioners state that they are modeling the ISLA program on the 90/10 model of dual language immersion for TK through grade five currently in use at the Benjamin Franklin Magnet school in GUSD and the program currently used by International Studies Charter School located in Miami, Florida, which includes both a beginning acquisition language program and a fluent immersion language program, for grade six through grade eight.

Technical Amendment:

The CDE recommends a technical amendment to revise the ISLA petition to include that ISLA has been accepted into the Los Angeles County SELPA.

The CDE recommends a technical amendment to revise the ISLA petition to include the correct CAASPP achievement level descriptors (standard exceeded, standard met, standard nearly met, and standard not met) to consider high-achieving pupils as well as indicate which CAASPP tests will be used to make this determination.

Plan for Low-Achieving Pupils

The ISLA petition states that low-achieving pupils will be identified based on individual testing, teacher observations, interviews, review of school records, reports, work samples, and parent input as well as baseline data and interim assessment data from the CAASPP and other standardized assessments (p. 55, Attachment 3). The petition states that strategies for low-achieving pupils will include active learning, varied grouping, cooperative learning, peer and cross-age tutoring, metacognition, varied assessments, and direct instruction (p. 55, Attachment 3). Pupils not adequately responding to academic or behavioral expectations will be referred to the Response to Intervention (RTI) team. The RTI model provides a multi-tiered system of supports for these pupils. The petition states that the RTI model will have four essential components: (1) a schoolwide, multi-level instructional and behavioral system for preventing school failure; (2) screening; progress monitoring; (3) data-based decision making for instruction pupil movement within the multi-level system; and (4) disability identification (p. 56, Attachment 3). Additionally, low-achieving pupils may be targeted for small group and after school homework help. Parents and guardians will be notified if their pupil is not meeting expectations and will be requested to participate in the intervention process (p. 57, Attachment 3).

Plan for High-Achieving Pupils

High-achieving pupils will be identified by reading at least one or more years above grade levels, scoring in the advanced range on internally developed standards-based benchmark assessments, demonstrating mastery in all core courses, and scoring in the advanced range on corresponding state assessments (p. 58, Attachment 3). The ISLA petition states that high-achieving pupils will have opportunities for more advanced learning through advanced coursework, curriculum enrichment, creative research projects, and portfolios (p. 58, Attachment 3). ISLA pupils are provided with targeted classroom instruction and enrichment opportunities intended to meet their specific learning needs. Additionally, the ISLA petition states that enrichment opportunities outside of the core instructional program will be provided such as additional exposure to visual and performing arts, exhibitions, internships, and leadership opportunities (p. 58, Attachment 3).

Plan for English Learners

The ISLA petition states that ISLA will comply with federal, state, and district mandates regarding English learner (EL) education and reclassification. ISLA will meet the requirements of federal and state laws relative to equal access to the curriculum for ELs. The ISLA petition outlines how ELs will be identified through the Home Language Survey and the administration of the California English Language Development Test (CELDT). The ISLA petition states that ISLA will provide targeted EL support, strategic English Language Development classes during the instructional day and/or beyond the school day (p. 64, Attachment 3). ISLA will evaluate the effectiveness of their EL program by pupil academic gains, reclassification rates, promotion standards, monitoring teacher qualifications, placement, and adequate resources. The ISLA petition includes reclassification criteria for TK through grade eight (pp. 62–63, Attachment 3). Additionally, the ISLA petition includes the composition of an English Learner Advisory Committee where families will have the opportunity to participate, advise the principal on programs and services, and assist in the development of the Single Plan for Student Achievement. The ISLA petition states that the progress for reclassified pupils will be monitored on an ongoing basis using the following: CELDT assessment data, standardized assessments, report cards, progress reports, classroom performance, teacher evaluations, RTI, and parental feedback, and if applicable, Individualized Education Program (IEP) (p. 62, Attachment 3).

Plan for Special Education

The ISLA petition states that ISLA intends to operate as a local educational agency (LEA) with plans to join a SELPA either on its own or with a grouping of charter school LEA's as a consortium. Pupils with disabilities will be fully into the programs of ISLA, with the necessary materials, services, and equipment to support their learning. Additionally, the ISLA petition states that any pupil with a disability will be identified, assessed, and provided with necessary services and supports. The ISLA petition

identifies a plan for pupils with disabilities, including search and serve, assessment referrals, IEP development and implementation, reporting, and procedural safeguards. The ISLA petition states that ISLA staff will attend professional development trainings necessary to support pupils with disabilities (p. 66, Attachment 5).

2. Measurable Pupil Outcomes	<i>EC Section 47605(b)(5)(B)</i> <i>5 CCR Section 11967.5.1(f)(2)</i>
Evaluation Criteria Measurable pupil outcomes, as required by <i>EC Section 47605(b)(5)(B)</i> , at a minimum:	
(A) Specify skills, knowledge, and attitudes that reflect the school’s educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.	Yes
(B) Include the school’s API growth target, if applicable.	NA
Does the petition present a reasonably comprehensive description of measurable pupil outcomes?	Yes

Comments:

The ISLA petition presents a reasonably comprehensive description of measurable pupil outcomes that align to the eight state priorities schoolwide and for all subgroups including specific actions and a method of assessment for the term of the petition (pp. 100–113, Attachment 3). ISLA will utilize a variety of formative and summative assessments to document pupil achievement as outlined in the ISLA petition. The ISLA petition states that ISLA will develop internal standards-aligned benchmark diagnostic assessments at all grade levels. ISLA faculty and staff will utilize test results to review a pupil’s academic needs and create learning plans to address these needs in order to reach instructional goals (p. 99, Attachment 3).

3. Method for Measuring Pupil Progress	<i>EC Section 47605(b)(5)(C)</i> <i>5 CCR Section 11967.5.1(f)(3)</i>
Evaluation Criteria The method for measuring pupil progress, as required by <i>EC Section 47605(b)(5)(C)</i> , at a minimum:	
(A) Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the measurable pupil outcomes.	Yes
(B) Includes the annual assessment results from the Standardized Testing and Reporting (STAR) program.	NA
(C) Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program.	Yes
Does the petition present a reasonably comprehensive description of the method for measuring pupil progress?	Yes

Comments:

The ISLA petition presents a reasonably comprehensive description of the method for measuring pupil progress, including pupil progress reporting, analysis of data, and reporting to parents. ISLA describes a variety of assessments aligned to the eight state priorities to track and measure pupil progress (pp. 115–117, Attachment 3).

Additionally, the petition states that ISLA will pursue the implementation of a pupil information system, which will enable parents to monitor the academic gains of their pupils (pp. 116–117, Attachment 3).

4. Governance Structure	<i>EC Section 47605(b)(5)(D)</i> 5 <i>CCR Section 11967.5.1(f)(4)</i>
<p>Evaluation Criteria The governance structure of the school, including, but not limited to, the process ... to ensure parental involvement ..., as required by <i>EC Section 47605(b)(5)(D)</i>, at a minimum:</p>	
(A) Includes evidence of the charter school’s incorporation as a non-profit public benefit corporation, if applicable.	Yes
<p>(B) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:</p> <ol style="list-style-type: none"> 1. The charter school will become and remain a viable enterprise. 2. There will be active and effective representation of interested parties, including, but not limited to parents (guardians). 3. The educational program will be successful. 	Yes
Does the petition present a reasonably comprehensive description of the school’s governance structure?	Yes

Comments:

The ISLA petition presents a reasonably comprehensive description of the ISLA governance structure. The ISLA by-laws state that ISLA will comply with the Brown Act and the ISLA Governing Board will adhere to the Brown Act in regards to posting, public access, and agenda requirements (p. 122, Attachment 3). Although the ISLA petition states that ISLA will have a School Site Council (SSC) comprised of members in accordance with *EC Section 52852.5*, the petition does not include how the SSC will be comprised to reach parity.

5. Employee Qualifications	<i>EC Section 47605(b)(5)(E)</i> 5 <i>CCR Section 11967.5.1(f)(5)</i>
<p>Evaluation Criteria The qualifications (of the school’s employees), as required by <i>EC Section 47605(b)(5)(E)</i>, at a minimum:</p>	
(A) Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health and safety of the school’s faculty, staff, and pupils.	Yes
(B) Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.	Yes
(C) Specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to, credentials as necessary.	Yes
Does the petition present a reasonably comprehensive description of employee qualifications?	Yes

Comments:

The ISLA petition presents a reasonably comprehensive description of employee qualifications.

6. Health and Safety Procedures	<i>EC Section 47605(b)(5)(F)</i> <i>5 CCR Section 11967.5.1(f)(6)</i>
<p>Evaluation Criteria The procedures ..., to ensure the health and safety of pupils and staff, as required by <i>EC Section 47605(b)(5)(F)</i>, at a minimum:</p>	
(A) Require that each employee of the school furnish the school with a criminal record summary as described in <i>EC Section 44237</i> and comply with <i>EC Section 44830.1</i> .	Yes
(B) Include the examination of faculty and staff for tuberculosis as described in <i>EC Section 49406</i> .	Yes
(C) Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.	Yes
(D) Provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.	Yes
Does the petition present a reasonably comprehensive description of health and safety procedures?	Yes

Comments:

The ISLA petition presents a reasonably comprehensive description of health and safety procedures.

7. Racial and Ethnic Balance	<i>EC Section 47605(b)(5)(G)</i> 5 <i>CCR Section 11967.5.1(f)(7)</i>
Evaluation Criteria Recognizing the limitations on admissions to charter schools imposed by <i>EC Section 47605(d)</i> , the means by which the school(s) will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district ..., as required by <i>EC Section 47605(b)(5)(G)</i> , shall be presumed to have been met, absent specific information to the contrary.	
Does the petition present a reasonably comprehensive description of means for achieving racial and ethnic balance?	Yes

Comments:

Because the ISLA petition does not include specific information to the contrary, it is presumed that the petition presents a reasonably comprehensive description of means for achieving racial and ethnic balance. The petition states that pupils will be recruited from various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the jurisdiction of GUSD (p. 204, Attachment 3).

8. Admission Requirements, If Applicable	EC Section 47605(b)(5)(H) 5 CCR Section 11967.5.1(f)(8)
Evaluation Criteria To the extent admission requirements are included in keeping with <i>EC</i> Section 47605(b)(5)(H), the requirements shall be in compliance with the requirements of <i>EC</i> Section 47605(d) and any other applicable provision of law.	
Does the petition present a reasonably comprehensive description of admission requirements?	Yes

Comments:

The ISLA petition presents a reasonably comprehensive description of admission requirements.

The ISLA petition outlines preferences that state preferences in the following order: (1) pupils currently attending ISLA, and (2) pupils who reside within the boundaries of GUSD. Additional preferences may be permitted by the SBE as the chartering authority and only if consistent with the law (p. 208, Attachment 3).

9. Annual Independent Financial Audits	<i>EC Section 47605(b)(5)(I)</i> 5 CCR Section 11967.5.1(f)(9)
<p>Evaluation Criteria The manner in which annual independent financial audits shall be conducted using generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the SBE’s satisfaction, as required by <i>EC Section 47605(b)(5)(I)</i>, at a minimum:</p>	
(A) Specify who is responsible for contracting and overseeing the independent audit.	Yes
(B) Specify that the auditor will have experience in education finance.	Yes
(C) Outline the process of providing audit reports to the SBE, CDE, or other agency as the SBE may direct, and specifying the timeline in which audit exceptions will typically be addressed.	Yes
(D) Indicate the process that the charter school(s) will follow to address any audit findings and/or resolve any audit exceptions.	Yes
Does the petition present a reasonably comprehensive description of annual independent financial audits?	Yes

Comments:

The ISLA petition presents a reasonably comprehensive description of annual independent financial audits.

10. Suspension and Expulsion Procedures	<i>EC Section 47605(b)(5)(J)</i> 5 CCR Section 11967.5.1(f)(10)
<p>Evaluation Criteria The procedures by which pupils can be suspended or expelled, as required by <i>EC</i> Section 47605(b)(5)(J), at a minimum:</p>	
<p>(A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.</p>	Yes
<p>(B) Identify the procedures by which pupils can be suspended or expelled.</p>	Yes
<p>(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.</p>	Yes
<p>(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school's pupils and their parents (guardians).</p>	Yes
<p>(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D):</p> <ol style="list-style-type: none"> 1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in...regard to suspension and expulsion. 2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion. 	Yes

10. Suspension and Expulsion Procedures	<i>EC Section 47605(b)(5)(J)</i> 5 CCR Section 11967.5.1(f)(10)
Does the petition present a reasonably comprehensive description of suspension and expulsion procedures?	Yes

Comments:

The ISLA petition presents a reasonably comprehensive description of suspension and expulsion procedures.

11. California State Teachers' Retirement System, California Public Employees Retirement System, and Social Security Coverage	<i>EC Section 47605(b)(5)(K) 5 CCR Section 11967.5.1(f)(11)</i>
<p>Evaluation Criteria The manner by which staff members of the charter schools will be covered by California State Teachers' Retirement System (CalSTRS), California Public Employees Retirement System (CalPERS), or federal social security, as required by <i>EC Section 47605(b)(5)(K)</i>, at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.</p>	
Does the petition present a reasonably comprehensive description of CalSTRS, CalPERS, and social security coverage?	Yes

Comments:

The ISLA petition presents a reasonably comprehensive description of CalSTRS, CalPERS, and social security coverage.

12. Public School Attendance Alternatives	<i>EC Section 47605(b)(5)(L)</i> 5 <i>CCR Section 11967.5.1(f)(12)</i>
Evaluation Criteria The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by <i>EC Section 47605(b)(5)(L)</i> , at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.	
Does the petition present a reasonably comprehensive description of public school attendance alternatives?	Yes

Comments:

The ISLA petition presents a reasonably comprehensive description of public school attendance alternatives.

13. Post-employment Rights of Employees	<i>EC Section 47605(b)(5)(M)</i> 5 CCR Section 11967.5.1(f)(13)	
<p>Evaluation Criteria The description of the rights of any employees 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, as required by <i>EC Section 47605(b)(5)(M)</i>, at a minimum, specifies that an employee of the charter school shall have the following rights:</p>		
(A) Any rights upon leaving the employment of an LEA to work in the charter school that the LEA may specify.	Yes	
(B) Any rights of return to employment in an LEA after employment in the charter school as the LEA may specify.	Yes	
(C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the SBE determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school.	Yes	
Does the petition present a reasonably comprehensive description of post-employment rights of employees?		Yes

Comments:

The ISLA petition presents a reasonably comprehensive description of post-employment rights of employees.

14. Dispute Resolution Procedures	<i>EC Section 47605(b)(5)(N)</i> 5 <i>CCR Section 11967.5.1(f)(14)</i>
<p>Evaluation Criteria The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter, as required by <i>EC Section 47605(b)(5)(N)</i>, at a minimum:</p>	
(A) Include any specific provisions relating to dispute resolution that the SBE determines necessary and appropriate in recognition of the fact that the SBE is not a LEA.	*Yes
(B) Describe how the costs of the dispute resolution process, if needed, would be funded.	*Yes
(C) Recognize that, because it is not a LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.	Yes
(D) Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with <i>EC Section 47604.5</i> , the matter will be addressed at the SBE's discretion in accordance with that provision of law and any regulations pertaining thereto.	Yes
Does the petition present a reasonably comprehensive description of dispute resolution procedures?	*Yes; Technical Amendment

Comments:

The ISLA petition presents a reasonably comprehensive description of dispute resolution procedures. However, although the ISLA petition states that the SBE cannot be pre-bound to a contractual obligation to split the costs of mediation, the ISLA petition does not describe how the costs of the dispute resolution process, if needed, would be funded. Additionally, the petition has not been revised to reflect the SBE as the authorizing entity.

Technical Amendment:

The CDE recommends a technical amendment to revise the ISLA petition to describe how the costs of the dispute resolution process, if needed, would be funded and to state that the SBE will not be responsible for the cost of the dispute resolution or mediation process.

The CDE recommends a technical amendment to revise the ISLA petition to recognize that the SBE is the authorizer and not the district.

15. Exclusive Public School Employer	EC Section 47605(b)(5)(O) 5 CCR Section 11967.5.1(f)(15)
Evaluation Criteria The declaration of whether or not the district shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 [commencing with Section 3540] of Division 4 of Title 1 of the <i>Government Code</i>), as required by <i>EC</i> Section 47605(b)(5)(O), recognizes that the SBE is not an exclusive public school employer and that, therefore, the charter school must be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (EERA).	
Does the petition include the necessary declaration?	Yes

Comments:

The ISLA petition includes the necessary declaration.

16. Closure Procedures	<i>EC Section 47605(b)(5)(P)</i> <i>5 CCR Section 11967.5.1(f)(15)(g)</i>
<p>Evaluation Criteria A description of the procedures to be used if the charter school closes, in keeping with <i>EC Section 47605(b)(5)(P)</i>. 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.</p>	
Does the petition include a reasonably comprehensive description of closure procedures?	Yes

Comments:

The ISLA petition presents a reasonably comprehensive description of closure procedures.

ADDITIONAL REQUIREMENTS UNDER *EC* SECTION 47605

Standards, Assessments, and Parent Consultation	<i>EC</i> Section 47605(c) 5 <i>CCR</i> Section 11967.5.1(f)(3)
Evaluation Criteria Evidence is provided that:	
(1) The school shall meet all statewide standards and conduct the pupil assessments required pursuant to <i>EC</i> sections 60605, 60851, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.	Yes
(2) The school shall, on a regular basis, consult with their parents and teachers regarding the school's educational programs.	Yes
Does the petition provide evidence addressing the requirements regarding standards, assessments, and parent consultation?	Yes

Comments:

The ISLA petition provides evidence addressing requirements regarding standards, assessments, and parent consultation.

Effect on Authorizer and Financial Projections	EC Section 47605(g) 5 CCR Section 11967.5.1(c)(3)(A-C)	
Evaluation Criteria ... [T]he petitioners [shall] provide information regarding the proposed operation and potential effects of the school, including, but not limited to:		
<ul style="list-style-type: none"> The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. 		Yes
<ul style="list-style-type: none"> The manner in which administrative services of the school are to be provided. 		Yes
<ul style="list-style-type: none"> Potential civil liability effects, if any, upon the school and the SBE. 		Yes
The petitioners shall also provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation.		Yes
Does the petition provide the required information and financial projections?		Yes

Comments:

The ISLA petition provides the required information regarding the effect on the authorizer.

The petition states that as of May 2016, ISLA is negotiating a lease for the facility located at 831 N. Pacific Avenue, Glendale, CA. ISLA anticipates that the lease negotiations will be finalized by the end of June 2016. Additionally, the ISLA petition states that a conditional use permit will need to be pursued and can be expected to take three to six months before official approval (p. 237, Attachment 3).

The ISLA petition states that ISLA will locate within the geographic boundaries of GUSD with the understanding that any delay in opening beyond the operational date approved by the SBE would constitute a material revision to the ISLA petition (p. 237, Attachment 3).

Teacher Credentialing	EC Section 47605(l) 5 CCR Section 11967.5.1(f)(5)
Evaluation Criteria Teachers in charter schools shall be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold ...It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, non-college preparatory courses.	
Does the petition meet this requirement?	Yes

Comments:

The ISLA petition meets this requirement.

Transmission of Audit Report	EC Section 47605(m) 5 CCR Section 11967.5.1(f)(9)
Evaluation Criteria A charter school shall transmit a copy of its annual independent financial audit report for the preceding fiscal year ... to the chartering entity, the Controller, the county superintendent of schools of the county in which the charter is sited ..., and the CDE by December 15 of each year.	
Does the petition address this requirement?	Yes

Comments:

The ISLA petition meets this requirement.

Goals to Address the Eight State Priorities	EC Section 47605(b)(5)(A)(ii)
<p>Evaluation Criteria A charter school shall provide a description of annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.</p>	
Does the petition address this requirement?	Yes

Comments:

The ISLA petition meets this requirement.

The ISLA petition provides a charter petition that identifies goals and actions to achieve the eight state priorities schoolwide and by targeted subgroups (pp. 100–113, Attachment 3).

Prepared by the California Department of Education, August 2016

**Table 1: 2014-15 Demographic Data for the Surrounding Schools
Where Pupils Would Otherwise be Required to Attend**

School Name	Thomas Jefferson Elementary	John Muir Elementary	R. D. White Elementary	Eleanor J. Toll Middle
CDS CODE	19645686013718	19645686013817	19645686013841	19645686057723
Student Enrollment	629	848	935	1156
African American	0.6	1.3	1.3	2.1
American Indian	0.2	0.1	0.1	0
Asian	3.7	1.8	4.1	7.6
Filipino	2.2	9.3	5.5	7.8
Hispanic or Latino	10.5	34.3	16.3	20.2
Pacific Islander	0	0.1	0.1	0
White	82.5	51.2	71.9	61.7
Two or More Race	0.3	1.9	0.9	0.7
Socioeconomically Disadvantaged	77.6	75.8	61.9	65.8
English Learner	58.5	47.1	49.7	14.9
Students with Disabilities	7.8	6	5.7	7.9
Decline to Report	0	0	0	0

Data source: used from "SQL5.SSIDAggregates.SSIDenroll" - 2014-15 data.

Prepared by California Department of Education, March 2016

**Table 2: 2013-14 Truancy, Suspension, and Expulsion Data for the Surrounding Schools
Where Pupils Would Otherwise be Required to Attend**

School Name	Thomas Jefferson Elementary	John Muir Elementary	R. D. White Elementary	Eleanor J. Toll Middle
CDS CODE	19645686013718	19645686013817	19645686013841	19645686057723
Cumulative Enrollment	659	910	964	1198
Truancy Number	34(5.2)	72(7.9)	20(2.1)	146(12.2)
Suspension Number	22(3.3)	20(2.2)	2(0.2)	30(2.5)
Expulsion Number	0(0.0)	0(0.0)	0(0.0)	0(0.0)

Data source: "SQL5.UMIRS.StudentDisciplineRates1314" - 2013-14 data

Data source: "SQL5.OPUS2.ReportingOpusOtherItem" - 2013-14 data

Prepared by California Department of Education, March 2016

**Table 3. Academic Performance Index (API) Growth for the Surrounding Schools
Where Pupils Would Otherwise be Required to Attend**

School Name	Thomas Jefferson Elementary	John Muir Elementary	R. D. White Elementary	Eleanor J. Toll Middle
CDS CODE	19645686013718	19645686013817	19645686013841	19645686057723
3-Year Average API	882	837	874	834
API Growth for 2012-13	2	25	-8	8
API Growth for 2011-12	-1	8	3	5
API Growth for 2010-11	17	27	7	10

Data source:

3_Year Average API on CDE Webpage: <http://www.cde.ca.gov/ta/ac/ap/apidatafiles.asp>

SQL5.Accountability.grth2013

SQL5.Accountability.grth2012

SQL5.Accountability.grth2011

Prepared by California Department of Education, March 2016

**Table 4: 2013 Growth Academic Performance Index (API) Data for the Surrounding Schools
Where Pupils Would Otherwise be Required to Attend**

School Name	Thomas Jefferson Elementary	John Muir Elementary	R. D. White Elementary	Eleanor J. Toll Middle
CDS CODE	19645686013718	19645686013817	19645686013841	19645686057723
Number of Valid Score Schoolwide	404	558	551	1102
Schoolwide	882(2)	856(25)	869(-8)	851(8)
African American	-(-)	-(-)	874(-)	895(-)
American Indian	-(-)	-(-)	-(-)	-(-)
Asian	929(-)	956(-)	934(-)	963(-)
Filipino	-(-)	917(-)	906(-)	910(-)
Hispanic or Latino	801(-)	783(17)	822(10)	814(10)
Pacific Islander	-(-)	-(-)	-(-)	-(-)
White	889(-7)	869(18)	872(-11)	843(7)
Two or More Race	-(-)	-(-)	-(-)	-(-)
Socioeconomically Disadvantaged	867(2)	844(21)	849(-4)	824(12)
English Learner	860(-4)	832(22)	853(-11)	746(-6)
Students with Disabilities	644(-)	647(-)	702(-)	635(-)
Statewide Similar Schools Rank	8/10	7/8	8/9	8/8

Data source: "SQL5.Accountability.grth2013"

- The Growth API is not displayed when there are less than 11 valid scores
- (-) The student group is not numerically significant, therefore no growth determination was made
- none - schools with less than 100 valid schools did not receive a similar school rank

Prepared by California Department of Education, March 2016

**Table 5: 2015 Adequate Yearly Progress (AYP) Data for the Surrounding Schools
Where Pupils Would Otherwise be Required to Attend**

School Name	Thomas Jefferson Elementary	John Muir Elementary	R. D. White Elementary	Eleanor J. Toll Middle
CDS CODE	19645686013718	19645686013817	19645686013841	19645686057723
Met AYP Criteria	Yes	Yes	Yes	Yes
# Criteria Met/# Criteria Applicable	9\9	11\11	11\11	11\11
2013-14 Program Improvement (PI) Status	In PI	Not in PI	In PI	In PI
2013-14 Program Improvement (PI) Year	Year 1		Year 2	Year 4

Data source:

SQL5.Accountability.apr15a

SQL5.Accountability.apr15pi_sch

Prepared by California Department of Education, March 2016

**Table 6: 2015 Adequate Yearly Progress (AYP) Data: Percent Proficient in English-Language Arts (ELA) for the Surrounding Schools
Where Pupils Would Otherwise be Required to Attend**

School Name	Thomas Jefferson Elementary	John Muir Elementary	R. D. White Elementary	Eleanor J. Toll Middle
CDS CODE	19645686013718	19645686013817	19645686013841	19645686057723
Number of Valid Score Schoolwide	332	425	462	1086
Schoolwide	54.2	46.1	51.3	44.7
African American	--	--	--	36.4
American Indian	--	--	--	--
Asian	58.3	--	68.8	64.6
Filipino	--	59.1	67.7	54.3
Hispanic or Latino	29.4	36.6	40.5	35.9
Pacific Islander	--	--	--	--
White	57.2	47.0	50.3	43.9
Two or More Race	--	--	--	--
Socioeconomically Disadvantaged	47.3	42.5	43.7	37.7
English Learner	49.4	39.0	46.7	16.1
Students with Disabilities	20.6	2.9	17.6	11.8

-- Percent proficient is not displayed when there are less than 11 valid scores

Data source: [SQL5.Accountability.apr15a](#)

Prepared by California Department of Education, March 2016

**Table 7: 2015 Adequate Yearly Progress (AYP) Data: Percent Proficient in Mathematics for the Surrounding Schools
Where Pupils Would Otherwise be Required to Attend**

School Name	Thomas Jefferson Elementary	John Muir Elementary	R. D. White Elementary	Eleanor J. Toll Middle
CDS CODE	19645686013718	19645686013817	19645686013841	19645686057723
Number of Valid Score Schoolwide	333	425	462	1087
Schoolwide	53.5	45.9	45.2	41.3
African American	--	--	--	27.3
American Indian	--	--	--	--
Asian	50.0	--	68.8	67.1
Filipino	--	59.1	51.6	50.6
Hispanic or Latino	22.9	34.4	36.5	27.2
Pacific Islander	--	--	--	--
White	57.2	47.8	44.6	41.7
Two or More Race	--	--	--	--
Socioeconomically Disadvantaged	48.1	44.8	40.9	34.9
English Learner	51.9	42.3	40.8	20.1
Students with Disabilities	17.6	8.6	23.5	14.0

-- Percent proficient is not displayed when there are less than 11 valid scores

Data source: [SQL5.Accountability.apr15a](#)

Prepared by California Department of Education, March 2016

This document was provided to the California Department of Education (CDE) from **International Studies Language Academy School**. This document is posted to the CDE Web site to meet the legal requirement of *Education Code* Section 33009.5.

For more information or questions about the content of this material or to obtain alternative versions, you may contact Thomas Pacheco at tpacheco@cde.ca.gov or 916-322-1755.



International Studies
Language Academy
Charter Petition
Material Revision

Submitted to
State Board of Education

On
June 15, 2016

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Affirmations

The proposed Charter School will follow any and all federal, state, and local laws and regulations that apply to the proposed Charter School, including but not limited to:

- A. The proposed Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code § 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools pursuant to Education Code § 47605(c)(1).
- B. The proposed Charter School shall be deemed the exclusive public school employer of the employees of the proposed Charter School for purposes of the Educational Employment Relations Act pursuant to Education Code § 47605(b)(5)(O).
- C. The proposed Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations pursuant to Education Code § 47605(d)(1).
- D. The proposed Charter School shall not charge tuition pursuant to Education Code § 47605(d)(1).
- E. The proposed Charter School shall admit all students who wish to attend the proposed Charter School, and who submit a timely application; unless the proposed Charter School receives a greater number of applications than there are spaces for students, in which case admission shall be determined through a public random drawing process. Except as required by Education Code § 47605(d)(2), admission to the proposed Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code § 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the proposed Charter School in accordance with Education Code § 47605(d)(2)(C) pursuant to Education Code § 47605(d)(2)(A)-(B).
- F. The proposed Charter School shall not discriminate on the basis of the characteristics listed in Education Code § 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code §

- 422.55 or association with an individual who has any of the aforementioned characteristics) pursuant to Education Code § 47605(d)(1).
- G. The proposed Charter School shall adhere to all provisions of Federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
 - H. The proposed Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary pursuant to Title 5 California Code of Regulations § 11967.5.1(f)(5)(C).
 - I. The proposed Charter School shall ensure that teachers of the proposed Charter School possess a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to possess. As expressly permitted by statute, flexibility may be given to noncore, noncollege preparatory teachers pursuant to California Education Code § 47605(l).
 - J. The proposed Charter School shall maintain necessary and appropriate insurance coverage.
 - K. The proposed Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code § 47612.5(a)(1)(A)-(D).
 - L. If a pupil is expelled or leaves the proposed Charter School without completing the school year for any reason, the proposed Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information pursuant to California Education Code § 47605(d)(3).
 - M. The proposed Charter School shall maintain accurate and contemporaneous written records that document pupil attendance and make these records available for audit and inspection pursuant to California Education Code § 47612.5(a).
 - N. The proposed Charter School shall on a regular basis consult with its parents and teachers regarding the proposed Charter School's education programs pursuant to California Education Code § 47605(c).
 - O. The proposed Charter School shall comply with any jurisdictional limitations to locations of its facilities pursuant to California Education Code § 47605-47605.1
 - P. The proposed Charter School shall comply with laws establishing the minimum and maximum age for public school enrollment pursuant to California Education Code §§ 47612(b), 47610.
 - Q. The proposed Charter School shall comply with applicable portions of the No Child Left Behind Act.
 - R. The proposed Charter School shall comply with the Public Records Act.

- S. The proposed Charter School shall comply with the Family Educational Rights and Privacy Act.
- T. The proposed Charter School shall comply with the Ralph M. Brown Act.
- U. The proposed Charter School shall meet or exceed the legally required minimum of school days pursuant to Title 5 California Code of Regulations § 11960.

Introduction

The development committee for International Studies Language Academy (ISLA) respectfully submits this charter petition to Glendale Unified School District (GUSD) for a five-year charter term to establish a grades K-8 international studies elementary and college preparatory middle school program from July 1, 2017 through June 30, 2022, that will serve students from the diverse population of primarily the southern and western areas of Glendale, California.

ISLA's development team was formed due to the growing success and popularity for elementary two-way dual language immersion programs in Glendale, the increases in the waiting lists for the immersion programs in Glendale, particularly in Spanish, and the scarcity of immersion middle school option for continuing French, Italian and German immersion students in Glendale. The team is a parent-led group working with educators, outside consultants, and in collaboration with the International Studies Charter School in Miami, Florida. Together they have embarked on creating an educational option in Glendale that focuses on world language acquisition alongside high academic standards.

Mission

The mission of ISLA is to ensure high-level academics in core subjects and language acquisition for all students regardless of their socio-economic status or English language proficiency to promote global competence, college preparedness, and career readiness.

Vision

The vision of ISLA is to be recognized as a top-ranked learning community that develops lifelong learners who are prepared to succeed in a global society.

Core Values

ISLA will achieve the mission and vision by offering a diverse environment rich in cultural exchange and united by the common purpose of learning world languages, local and international awareness, understanding other cultures and exploring different ways of thinking as described in the holistic approach to core values as detailed below:

- **Dual-Language Immersion and Language Acquisition.** ISLA will strive to offer multiple language, two-way dual language immersion programs in grades K-5, and high-level

immersion and entry-level language acquisition programs starting in grade 6, enabling students to take part in an immersion language program regardless of their level of fluency. The two-way dual language immersion programs will target a range of learners, including language majority and language minority learners to participate in subject-matter driven language programs that aim for academic achievement, bilingual/biliterate development and increased cultural proficiency.

- **Core Knowledge and Skills.** ISLA students will acquire and develop the knowledge and skills that will enable future academic success. It is expected that every student will proceed onto high school and then enter and graduate from a college, university and/or conservatory. ISLA's curriculum is designed to prepare students for a future that demands self-assurance, flexibility, and creativity as well as the ability to demonstrate proficiency of core academic knowledge.
- **Diversity in Learning.** ISLA promotes the idea that "intelligence is diverse" and will support students' multiple intelligences and learning styles. Moreover, students are encouraged to develop self-discovery and self-worth, in order to gain social and emotional success. ISLA will also strive to create a community that truly reflects and embraces the ethnic, racial, linguistic, and socioeconomic diversity of Glendale.
- **Community Service.** Integral to the development of students is fostering social consciousness through active service in the community in a positive and long-lasting way and to find their identity in society and community, as well as fulfill their rights and responsibilities as citizens.
- **Small Learning Community.** Achieving the mission depends equally upon establishing a school community in which everyone shares these values and therefore, a deep commitment to one another's success. ISLA's school community mission is not to develop schools within a school, but one community of well-educated language learners.
- **Global Citizenship.** By creating a firm foundation of knowledge and skills, students' horizons can be expanded to cultivate true global citizens: educated, aware, responsible, open-minded, well-rounded individuals prepared to thrive in an increasingly interconnected world. World languages have become a necessity for "global competence" — the ability to use a language beyond the classroom, in the workforce and in social settings. The idea of global competence encompasses sensitivity, respect and

understanding of other cultural perspectives. Moreover, global competence includes sensitivity to maintaining the Earth in an ecologically responsible way.

Development Team and Founding Board

ISLA is being founded by a passionate group of professional parents with experience in education, development, communications, legal, finance, human resources, and foreign diplomatic services, in conjunction with expert guidance from consultant contributors who have the capacity to open and smoothly operate dual language/immersion programs and charter schools.

Educators involved in these efforts include:

David Calvo - Contributor. Committed to the ideals of equitable public education, David Calvo is a student-focused educator who has served the needs of diverse student populations for over two decades. Entering public education as a teacher's assistant, Calvo has since been the principal to four schools - three of which he founded. His relentless public education reform pursuits, including authoring numerous charters and grants, have yielded improved educational opportunities for children and families in Florida, Nevada, and California. From presenting at conferences to evaluating programs with SACS and WASC to serving as a peer reviewer for federal and state competitions, he has participated in varying capacities with local, state, and national education agencies. A believer of civic and social responsibility, Calvo serves the State of Florida through a senate-confirmed-gubernatorial appointment to the Florida Department of Health's Board of Opticianry. He serves the City of Los Angeles through an appointment to Rampart Division's Community Police Advisory Board (C-PAB) and as Treasurer to the MacArthur Park Neighborhood Council. Calvo possesses educator licenses in California, Florida, and Nevada and nursing licenses in California and Florida. He is a native Spanish speaker and speaks basic French. He previously held a Florida Notary Public commission and a Florida Mortgage Broker license.

Raul Gomez - Contributor. Raul Gomez is currently teaching at Franklin Elementary as a third grade Spanish Dual Immersion teacher. He is in his fifth year teaching at Franklin, two years at the first grade level and the third year at the third grade level. Prior to coming to Glendale, he worked at the middle school level for 11 years. That experience includes sixth grade Math and Science Core and sixth grade Language Arts and Social Studies Core. In addition, he has experience working with GATE, Language Learners and newcomer students. Raul's training spans language acquisition strategies to GATE strategies. He acquired his master's degree from Harvard University, Graduate School of Education, and his Bachelor's Degree and Teaching Credential from California State University, Dominguez Hills.

Philip Wolfson - Phil Wolfson is a Special Education Program Administrator supporting seven Green Dot high schools and middle schools. He has been with Green Dot Public Schools since 2008, during which he contributed to creating Green Dot's special education models and support systems while launching the special education program for the Locke High School transformation. Phil started his educational career with LAUSD in 1992 and spent 11 years at Graham Elementary as a general education and special education teacher. Phil has extensive experience supporting schools with professional development, program development, compliance monitoring and support, behavior consultation, and RtI systems training and implementation. He has also served as a mentor teacher, university support provider, and taught graduate-level special education courses at California State University, Los Angeles. He is studying Italian. Phil earned a B.A. degree from Occidental College and an M.A. degree in Special Education from California State University, Los Angeles. He also possesses General Education and Special Education teaching credentials and an Administrator's credential in the State of California.

Rich Boccia - Rich Boccia has more than thirty years of experience as a professional educator. He began his career as a kindergarten teacher and advanced through the system as a principal at every level and district administrator. He recently retired as a Superintendent of Schools. Rich is most proud of the work that his team accomplished with the Pasadena Unified School District by securing the authorization of International Baccalaureate Program status at three levels - primary years, middle years and the diploma program. Rich has a B.A. degree in Elementary Education/Psychology from Syracuse University, and an M.A. degree in Administration in Education from California State University, Los Angeles.

Reggie Sellards, Ed.D. - Dr. Regula Sellards was born in Switzerland where she taught middle school and adult education for more than 10 years. She has a broad range of experience in management, client relations, team building, development of and instructing effective training and education programs for company processes and operations. For the past eight years, she has worked as a consultant to school administrators and has trained school personnel. She is a native German speaker and also speaks French, Italian, and Spanish. Recently, she completed her doctorate in the Alpha class at Brandman (Chapman) University's revolutionary Ed.D. program in Organizational Leadership. Reggie also holds an MBA degree from San Francisco State University.

Simona Montanari, Ph.D. - Simona Montanari, Ph.D., is an Associate Professor in the Department of Child and Family Studies at California State University, Los Angeles. She has been published in the Journal of Child Language, Bilingualism: Language and Cognition, and International Journal of Bilingualism, among others. Dr. Montanari has also been involved in the creation and

implementation of the first public Italian/English dual language program in the Glendale Unified School District, and has been studying its educational outcomes since its launch in 2009. She has designed common-core-standards-aligned curricula for GUSD's Italian/English, French/English and German/English dual language programs. Simona is fluent in Italian, English, Spanish, and French and speaks German. She received a Ph.D. degree in Linguistics from the University of Southern California specializing in early multilingual development.

Guendalina Ajello Mahler, Ph.D. - Guendalina Ajello Mahler grew up in Italy, where she attended both English and Italian schools. At the age of 15, she moved to Switzerland and enrolled in a French lycée despite knowing just a few words of the language. The experience made her a lifelong supporter of multilingual education, and of the International Baccalaureate (she completed the Diploma Program after returning to Rome). She is fluent in English, French, and Italian. Today she is an art historian with a Ph.D. from the Institute of Fine Arts at New York University. She writes and lectures about Renaissance architecture and culture as an affiliate of the University of California, Los Angeles Center for Medieval and Renaissance Studies, and consults on Italian archives for the University of California, Los Angeles Library.

Development Professionals involved in these efforts:

Gillian Bonacci - In 2009, Gillian Bonacci co-founded the Benjamin Franklin Elementary Foundation, and served as its President until 2014, where she was responsible to the stakeholders for financial stewardship and communications planning for the Foundation. During that time, the Foundation raised over \$1.25 million dollars for Franklin, including a \$1 million Proposition 84 Urban Greening Grant that she co-wrote to transform the Franklin campus into a model of sustainability and conservation. At Franklin, she also served on the PTA Board, the School Site Council, the District Magnet Advisory Committee, the Franklin Magnet Advisory Committee, and the Superintendent's Special Task Force for Franklin and coordinated the Amity Interns Program. She has been a Marketing and Communications Director in the nonprofit and financial services industries for over 13 years. She is also studying Italian. She has a B.S. degree from Northeastern University in Boston, Massachusetts.

Hilary Stern - Hilary Stern is the Executive Director of Fondazione Italia, a nonprofit organization that supports the teaching of Italian language and culture in Southern California. In her capacity as Executive Director, Hilary is responsible for managing a grant program to local schools funded by the Italian government, organizing professional development workshops for Italian language teachers, providing support to teachers seeking a California multiple or single-subject credential, organizing fundraising campaigns, and staffing and organizing extra-curricular Italian language

courses for children and adults. Hilary has extensive marketing and office administration experience. She worked in public relations before transitioning to the nonprofit sector eight years ago. Hilary is fluent in Italian and graduated Magna Cum Laude from Boston University with a B.A. degree in Italian Studies.

Communications Professionals involved in these efforts include:

Judy Reilly - Judy Reilly comes from a background in children's educational television, having been the Director of the educational animated series "Liberty's Kids" for PBS and the Emmy Award Winning "Madeline", based on the classic children's books of the same name. She has worked with Stanford Professors of History and Child Psychology in understanding more deeply how children process historical and emotional information in storytelling. She served as the PTA Advocate for GUSD's Franklin Elementary for two years. She also served as the school's PTA President for a year and continues to run the school multilingual Book Expo to support the school's mission of raising world centric multi-lingual students. She continues to work with the school and parents on issues close to the PTA mission of advocating for each family so that they can best take advantage of the strengths a quality education offers them. She earned a B.S. degree from Emerson College in Boston, Massachusetts.

Finance Professionals involved in these efforts include:

Michael Rasic - Michael Rasic is the Chief Financial Officer for ZestFinance, Inc. Formerly, he served as the EVP - Accounting & Finance, for CoreLogic, Inc., was the Chief Financial Officer, Metrocities Mortgage Corp., and a Partner at PricewaterhouseCoopers, LLP. Mike's other relevant experience includes, Treasurer, for the Crescenta Valley Little League, and Treasurer for Valley View Elementary Foundation in Glendale, California. He earned a Bachelors in Accounting from Santa Clara University and an MBA from University of California, Los Angeles.

Kristi Toia - Kristi has been the CEO and CFO of Glendale Builders' Supplies for 24 years and the CFO of Chevy Chase Properties for eight years. She currently serves as the Treasurer for the Benjamin Franklin Elementary Foundation. She has also served on the California Building Materials Dealers Association in all positions for 20 years, as Treasurer for Masonry Dealers Association for two years, as Treasurer for Business and Professional Women for many years, and also served on the Advisory Board for New Horizons. She is fluent in Italian. She possesses a B.S. degree in business management from the University of Phoenix.

Legal Professionals involved in this effort include:

Daniel Denny, Esq. - Daniel is an Attorney at Gibson, Dunn & Crutcher LLP. He has served as the Pro Bono Counsel to Benjamin Franklin Elementary Foundation since its inception in 2009, and is a former Board Member and Vice President of the nonprofit organization, Elizabeth House. He received a Juris Doctor degree from the University of Notre Dame, and was admitted to the California Bar in 2005.

David Zaft, Esq. - David Zaft is an attorney and a shareholder at the Los Angeles law firm, Caldwell Leslie & Proctor, PC. He practices complex civil litigation and specializes in environmental and administrative law, and in affordable housing partnership disputes. Mr. Zaft has substantial experience navigating complex laws and advising clients to reach the desired results in a smart, efficient manner. He is a graduate of the University of California Berkeley School of Law, was awarded Order of the Coif, clerked for the United States District Court Judge Dean D. Pregerson, and was admitted to the California Bar in 2005. Mr. Zaft is also the President of the Los Angeles Board of Animal Services Commissioners, which oversees the six animal shelters operated by the City of Los Angeles.

Hope Farmby, Esq. - Hope K. Farmby is a Labor Relations Representative for the Association of California State Supervisors. She has spent the last five years practicing labor and employment law representing union members. As a former teacher and now labor advocate, Ms. Farmby brings a wealth of knowledge concerning labor practices, codes and regulations. Ms. Farmby has appeared before the National Labor Relations Board, Los Angeles County Civil Service Commission, and the State Personnel Board. She is a graduate of the John Marshall Law School in Chicago, Illinois where she specialized in public interest law. She was admitted to the Ohio Bar in November 2006.

Human Resources Professionals involved in this effort include:

Sara Petty - Sara Petty is a human resources professional for Mars, Inc. She has expertise in organizational development, change management, diversity, and inclusion. Sara has a passion for language and culture. She was raised in Brussels, Belgium. She is inspired by her parents who were on the Board of Directors of St. John's International School. They worked tirelessly to develop that high school in its very early years. St. John's now sends IB graduates to universities around the world. She is fluent in French and is studying Italian. She has a B.A. degree from Catholic University of America in Washington, D.C.

Foreign Diplomatic Service Professionals involved in this effort include:

Javier De Higes - For the past 11 years, Javier has been working for the Education Department of the Consulate General of Spain in Los Angeles. Organizing competitions, he was a staff member for the Trampoline Committee of the Madrid Gymnastic Federation. In addition, Javier worked for a nonprofit organization, UGT-Labor Union. He is fluent in Spanish and graduated from Universidad Complutense of Madrid, with an undergraduate degree in Journalism Studies.

Affiliation with International Studies Charter Middle School and International Studies Charter High School

Victoriano Rodriguez, principal of both International Studies Charter Middle School and International Studies Charter High School, located in Miami, has been instrumental in helping the development team craft the model for the middle school plan. He has offered curricula, instructional strategies support and other best practices, as well as school site visits to the development team for ISLA. Additionally, a budget item enabling direct collaboration with the staff of both schools has been included in the 5810 line of the attached budget.

Community Need

The establishment of ISLA is in response to four specific community needs: 1) the linguistic diversity and corresponding popularity of two-way dual language/immersion programs for Glendale residents; 2) enrollment trends within GUSD; 3) the need for additional high-quality schools; and 4) the projected need for additional schools.

In a progressively global society, the attached petition signatures of meaningfully interested families support the need for additional two-way dual language/immersion option in the elementary grades, in particular for Spanish where arguably there is the highest demand, and the single-cohort languages, French, German, and Italian, that currently do not have enough rising elementary school students to create an immersion middle school program.

The United States Census (May 28, 2015) reports that 54.8% of Glendale residents are foreign born. Similarly, 69.9% of Glendale residents speak a language other than English at home. Lastly, 38.2% possess a bachelor's degree or higher, where the studying of a world language is generally required. To meet the needs of this increasingly diverse community, GUSD opened its first two-way dual language immersion program in 2003. Launching with a mere 18 students, the Foreign Language Academies of Glendale (FLAG), now serve over 2,500 students and span across seven language programs on different school sites. The FLAG 90/10 two-way dual language primary years program model includes target languages: French, German, Italian, and Spanish; while the

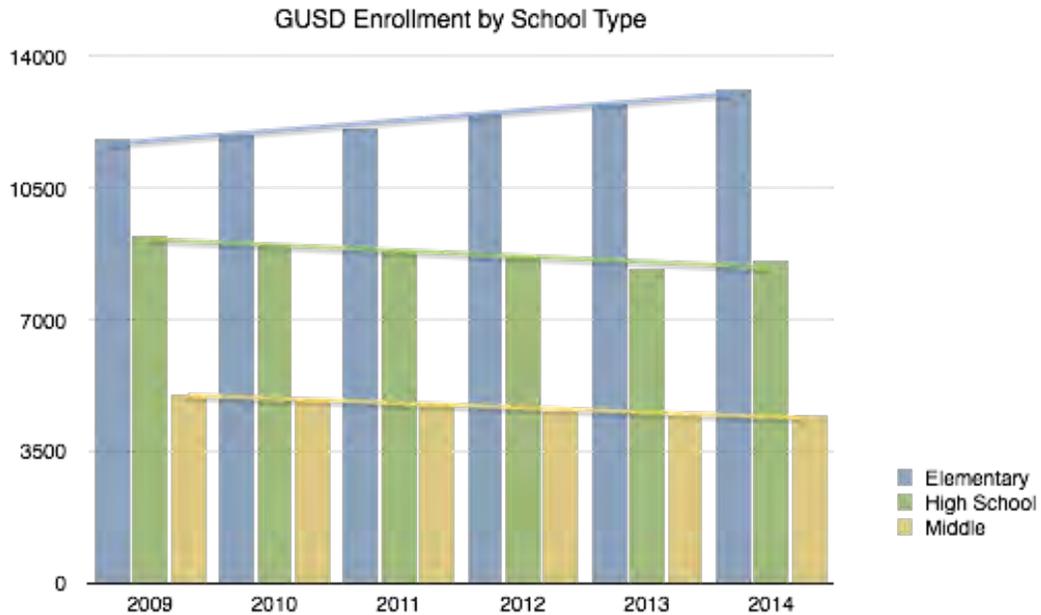
50/50 two-way dual language primary program model includes target languages: Armenian, Korean, and Japanese.

These existing GUSD programs are very popular. Spanish leads the language demand with multiple cohorts across three schools. Many of the programs, particularly the magnets, have enrollment waiting lists. However, only 10% of the 26,168 GUSD enrollment (California Department of Education, DataQuest) are currently participating in two-way dual language immersion programs. Many potential students are “locked out” of the immersion experience due to program caps dictated by space considerations. In fact, Franklin Magnet School adjusted down to one cohort in Spanish from two and three cohorts, due to space considerations, resulting in multiple years where no new Spanish immersion program families could gain admission to the school including those families living within .5 mile of the school. Further, some Spanish program student siblings had to choose other language programs just to attend Franklin. Currently, only the languages with multiple cohorts - Armenian, Japanese, Korean, and Spanish - are moving forward into middle and high school immersion programs with instruction beyond a single high-level language elective. ISLA seeks to increase needed opportunities for Glendale students to participate in a high-quality, two-way dual language/immersion program for grades K-8.

Building on the success of the FLAG world language model developed at Franklin Magnet School, ISLA will be the second public school in Glendale whereby all students enrolled will participate in a language immersion program. According to the *Guiding Principles for Dual Language Education, Second Edition*, (Howard et al, 2007) “Studies of effective schools consistently and conclusively demonstrate that high quality programs exist when schools have a cohesive school-wide shared vision and a set of goals that define their expectations for achievement, as well as an instructional focus and commitment to achievement and high expectations that are shared by students, parents, teachers, and administrators...While important in other schools, equity is crucial in the dual language program model with its emphasis on integrating students of different ethnic, language, and social class backgrounds.”

Enrollment Trends

The table below demonstrates that while GUSD elementary school enrollment (California Department of Education, DataQuest) has continued to increase throughout the past five years, the middle and high school enrollment continues to decrease indicating a loss of students from the public school system as they advance in grade level.



A primary factor behind the increase at the elementary level has been increased enrollment in the elementary school two-way dual language immersion and magnet programs. Whereas less than 17% of GUSD’s high school students were enrolled in a choice program in 2014-2015, over 24% of GUSD’s grades K-8 students did participate in a choice program (California Department of Education, DataQuest). ISLA was conceived both as an expansion of the elementary two-way dual language immersion programs that have become popular in the community, and as a pathway to high-level language acquisition for students entering middle school who missed GUSD’s and ISLA’s elementary school two-way dual language immersion entry points. Once ISLA is operational, the petitioners contemplate to further expand learning opportunities by developing a corresponding high school program.

Need for more High-Quality Options

ISLA provides another school choice option, pursuant to No Child Left Behind, for students enrolled in nearby schools which are in program improvement. The latest available information from the California Department of Education’s DataQuest indicates the following schools in the target area are in program improvement status.

Name of School	Program Improvement Status
Balboa Elementary	Not in PI
Benjamin Franklin Elementary	Year 3
Cerritos Elementary	Not in PI
Columbus Elementary	Year 2
Glenoaks Elementary	Not in PI
Horace Mann Elementary	Year 2
John Marshall Elementary	Year 3
John Muir Elementary	Year 2
Mark Keppel Elementary	Not in PI
R. D. White Elementary	Year 2
Thomas Edison Elementary	Year 2
Thomas Jefferson Elementary	Year 1
Eleanor J. Toll Middle	Year 4
Theodore Roosevelt Middle	Year 5
Woodrow Wilson Middle	Year 3

Projected Need for Additional Schools

The *2014-2021 Housing Element of the General Plan*, published in 2014 by the City of Glendale’s Community Development department, provides a catalog of new and planned housing projects across the city and census tract population trends. This report indicates that "Growth in the City is expected to be concentrated in the southern and western area...leading to increased development densities." The intent is to locate ISLA in south Glendale to meet the needs of this increased population density. Specifically, the initial target area is below or around State Route 134/Ventura Freeway. The search area may subsequently expand if real estate options are not initially favorable or unavailable. It is expected that the vast majority of students who will enroll

at ISLA will come from southern and western Glendale. Most of the home schools for these students are in program improvement as previously detailed.

Goodwill Provisions

The petitioners affirm that success for ISLA is directly linked to success at GUSD's Franklin Magnet School and other nearby immersion schools. The petitioners do not intend to replace any of the excellent programs that GUSD has already in place. It is the position of the petitioners that ISLA will fill a secondary need for a single elementary and middle school focused on International Studies that has been created out of GUSD's immersion program, but that GUSD has not had the flexibility to fulfill for all immersion languages. The petitioners envision a cooperative relationship with the District and have verbally extended offers of shared or pooled resources with GUSD officials during meetings to discuss ISLA's petition prior to submission.

The petitioners hereby extend an offer to create workable plans for technical assistance or contracted services which ISLA may be able to provide to GUSD, including, but not limited to:

- the coordination with GUSD on the dates of the public lotteries;
- sharing of part-time staff, particularly in the area of target language teachers, to the extent possible; and
- resources available in the areas of target language teacher recruiting and visa/green card applications.

The petitioners affirm their willingness to execute one or more memoranda of understanding (MOU) to specify the financial and operational agreements between the District and ISLA. Any such MOUs may be reviewed on an ongoing basis by the GUSD Board and ISLA's School Board and adjusted as necessary and agreed to by both parties.

Element 1: Description of the Educational Program

Governing Law: *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 § 47605(b)(5)(A)(i).*

Governing Law: *A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code § 47605(b)(5)(A)(ii).*

A. Who Will the Proposed Charter School Educate?

The proposed Charter School will serve students in grades K-8. It is expected that most of the families and children served at the proposed Charter School will be in response to the needs detailed earlier in this petition’s introduction.

The enrollment projection for Year 1 is 438 with a projected growth in student enrollment to 1056 students by Year 5 as demonstrated in the Figure below. These enrollment projections may vary based on factors such as facility limitations, decreased funding rates, or increased parent demand. The proposed Charter School recognizes that an increase or decrease in enrollment that differs by more than 25% of the enrollment must be approved by the SBE and could constitute a material revision to the petition. In compliance with fire life safety regulations, at no time will the enrollment exceed the campus occupancy load.

Figure - Projected Five-Year Student Enrollment Rollout Plan

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
k	96	96	96	96	96
1	96	96	96	96	96
2	24	96	96	96	96
3	24	36	96	96	96
4	24	36	50	96	96
5	24	36	50	50	96
6	60	72	72	120	120
7	90	120	120	180	180
8	0	90	120	120	180
TOTAL	438	678	796	950	1056

Pursuant to the request of California Department of Education, the charts below further detail the anticipated language program enrollment for the above chart.

		Elementary Student Distribution TK-5				Totals
		French Immersion	German Immersion	Italian Immersion	Spanish Immersion	
YEAR 1	TK/K	24	24	24	24	96
	1	24	24	24	24	96
	2	12	0	0	12	24
	3	12	0	0	12	24
	4	12	0	0	12	24
	5	12	0	0	12	24

		Elementary Student Distribution TK-5				Totals
		French Immersion	German Immersion	Italian Immersion	Spanish Immersion	
YEAR 2	TK/K	24	24	24	24	96

	French Acquisition	French Immersion	German Acquisition	German Immersion	Italian Acquisition	Italian Immersion	Spanish Acquisition	Spanish Immersion	Totals
6	15	0	15	0	15	0	15	0	60
7	0	23	0	22	0	22	0	23	90
8	0	0	0	0	0	0	0	0	0

		Middle School Student Distribution 6-8								
YEAR 2		French Acquisition	French Immersion	German Acquisition	German Immersion	Italian Acquisition	Italian Immersion	Spanish Acquisition	Spanish Immersion	Totals
	6	14	12	10	0	10	0	14	12	72
	7	15	15	15	15	15	15	15	15	120
	8	0	23	0	22	0	22	0	23	90

		Middle School Student Distribution 6-8								
YEAR 3		French Acquisition	French Immersion	German Acquisition	German Immersion	Italian Acquisition	Italian Immersion	Spanish Acquisition	Spanish Immersion	Totals
	6	10	16	10	0	10	0	10	16	72
	7	15	25	10	10	10	10	15	25	120
	8	15	15	15	15	15	15	15	15	120

		Middle School Student Distribution 6-8								
YEAR 4		French Acquisition	French Immersion	German Acquisition	German Immersion	Italian Acquisition	Italian Immersion	Spanish Acquisition	Spanish Immersion	Totals
	6	20	25	15	0	15	0	20	25	120
	7	20	35	10	25	10	25	20	35	180
	8	15	25	10	10	10	10	15	25	120

YEAR 5	Middle School Student Distribution 6-8									Totals	
	French Acquisition	French Immersion	German Acquisition	German Immersion	Italian Acquisition	Italian Immersion	Spanish Acquisition	Spanish Immersion			
	6	20	25	15	0	15	0	20	25		120
	7	20	35	15	20	15	20	20	35		180
8	20	35	10	25	10	25	20	35	180		

As required by Education Code § 47605(d)(2)(A)-(B), the proposed Charter School will be open to all students in the State of California. This includes students who are economically disadvantaged, are English Language Learners, and who have identified special needs. It is expected that the proposed Charter School demographics will be similar to the GUSD schools in the target community in the chart below.

Figure - Demographics of GUSD Schools in the Target Area

School	Minority	Socioeco/ Disadvan	English Language Learner	Students w Disabilities	Total Enroll
Balboa Elementary	24.3%	54.5%	42.0%	5.8%	719
Benjamin Franklin Elementary	50.1%	30.4%	23.1%	6.4%	592
Cerritos Elementary	84.0%	87.0%	51.3%	6.5%	400
Columbus Elementary	44.3%	80.0%	42.1%	11.9%	589
Glenoaks Elementary	38.4%	37.3%	18.9%	13.4%	560
Horace Mann Elementary	57.9%	92.6%	65.3%	8.8%	660

School	Minority	Socioeco/ Disadvan	English Language Learner	Students w Disabilities	Total Enroll
John Marshall Elementary	38.4%	84.7%	58.5%	13.1%	542
John Muir Elementary	48.1%	79.1%	40.3%	3.7%	834
Mark Keppel Elementary	45.2%	42.5%	39.6%	5.1%	1001
R. D. White Elementary	30.4%	60.5%	49.8%	7.9%	906
Thomas Edison Elementary	70.8%	68.5%	35.2%	6.8%	853
Thomas Jefferson Elementary	17.2%	75.3%	59.3%	8.0%	615
Eleanor J. Toll Middle School	38.4%	63.9%	18.5%	8.2%	1142
Theodore Roosevelt Middle School	64.9%	88.0%	14.2%	13.6%	830
Woodrow Wilson Middle School	38.9%	59.1%	15.0%	8.0%	1264

The data above was composed from each of the school’s posted 2013-2014 School Accountability Report Card at the GUSD website. Foster youth data was not available for any of the schools above and was redacted due to insufficient reporting numbers on the www.ed-data.org website.

The proposed Charter School will serve all families that submit an application for their child(ren) in available grades up to the enrollment capacity. Should applications exceed the number of available spaces, a public lottery will be held as further described in this petition.

B. What it Means for a Student to Be an Educated Person in the 21st Century

The proposed Charter School’s definition of an “educated person in the 21st century” will be reinforced in explicit school guidelines and conduct expectations in the classroom, in the schoolyard, and in the larger community. The inherent design of the educational program will provide opportunities for this to be directly and indirectly taught. The definition draws upon the amalgamation of the overlapping concepts of global competence (Global Competence is a 21st Century Imperative), Howard Gardner’s Multiple Intelligences Theory (Multiple Intelligences Around the World), 21st century skills (Partnership for 21st Century Skills) and two-way dual language learning as further detailed below.

Global Competence

The concept of “global competence” is receiving increased attention in both the primary and secondary level and is most commonly described as follows: 1) The ability to work effectively in different international settings, an awareness of the major currents of global change and the issues arising from such changes, knowledge of global organizations and business activities, the capacity for effective communication across cultural and linguistic boundaries, and a personal adaptability to diverse cultures; 2) Having an open mind while actively seeking to understand cultural norms and expectations of others [and] leveraging this gained knowledge to interact, communicate and work effectively outside one’s environment; and 3) Intercultural adroitness (behavioral aspect focusing on communication skills), intercultural awareness (cognitive aspect of understanding cultural differences), and intercultural sensitivity (focus on positive emotion toward cultural difference).

An educated person in the 21st century is one who possesses the skills and attitudes encompassed by global competence as described above and also:

- **Effectively Communicates.** Writes clearly, listens actively, questions intently, reads critically, expresses oneself honestly and respectfully in a variety of mediums, and seeks to master at least two languages (Interpersonal, Intrapersonal, Musical and Linguistic Intelligences).
- **Continuously Learns.** Seeks to develop skills and acquire knowledge in all realms and at all times, obtains multiple perspectives, maintains an open-mind and a willingness to change in response to data, and reflects on new experiences and information (Interpersonal, Intrapersonal, Logical-Mathematical, Linguistic, Naturalistic Intelligences).
- **Assertively Perseveres.** When problems cannot be solved readily or when faced with criticism and disappointment, maintains focus and self-discipline, works through struggles and setbacks, attempts trials, examines errors, tries harder, tries differently, and tries again (Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic Intelligences).

Student Competencies

Consistent with the above, a well-educated person in the 21st century must possess the necessary skills gained through the development of core academic subject knowledge. Students must also learn the essential skills for success in today’s world, such as critical thinking, problem solving, communication, and collaboration. In alignment with the framework outlined by the Partnership for 21st Century Skills, the proposed Charter School will additionally develop student competencies in the following four areas: 1) core subjects and 21st century themes, 2) life and career skills, 3) learning and innovation skills, and 4) information, media, and technology skills. These are further described as:

- **Core Subjects.** To be successful for college and career readiness, students must master the core subjects and 21st century themes. These include the core subject areas of: English language arts, world languages, mathematics, science, geography, history, government, civics, and the arts. Additionally, an educated person must understand academic content at much higher levels, such as having: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy and environmental literacy.
- **Life and Career Skills.** A well-educated person in the 21st century must have life and career skills that will enable success in college and career pursuits. These skills include being flexible and adaptable, taking initiative, having self-direction, interacting positively and collaborative with others, setting and meeting project goals, and being able to guide and lead others.
- **Learning and Innovation Skills.** In this competency, the focus will be on the four c's: creativity, critical thinking, communication, and collaboration.
 - **Creativity.** Students must be able to use a wide range of idea creation techniques to create new and worthwhile ideas, elaborate, refine, analyze, and evaluate their own ideas for improvement in creativity.
 - **Critical thinking.** Students must be able to reason effectively, use systems thinking such as analyzing parts to a whole, make sound judgment and decisions based on facts and evidence, and solve problems.
 - **Communication.** Students must be able to articulate thoughts clearly and concisely, listening effectively to decipher meaning, and use communication for a range of purposes and to varied audiences.
 - **Collaboration.** Students must be able to work effectively and respectfully with diverse teams, exercise flexibility and willingness to help in making compromises, and assume shared responsibilities in working towards common goals.
- **Media and Technology**

A well-educated person in the 21st century must interact regularly with technology and various media because the nature of modern times grants: 1) access to an abundance of information; 2) rapid changes in technology and tools; and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, students must be able to exhibit a range of functional and critical literacy in relation to technology, information, and media. This competency is further detailed below.

 - **Information Literacy.** Students must be able to access information efficiently and effectively, and evaluate sources critically.

- **Media Literacy.** Students must be able to understand the construction and purpose of media, examine how media is experienced differently by individuals and groups, and have fundamental understanding of the ethical/legal issues surrounding the access and use of media.
- **Technology Literacy.** Students must be able to use technology as a tool to research, create, evaluate, and communicate information, use a range of digital technology (e.g., computers, PDAs, PowerPoint, media players, GPS, etc.).

Linguistic and Cultural Literacy

An integral component to achieving the proposed Charter School's mission is dual language learning. In order to succeed in the 21st century students need to develop academic knowledge and skills, proficiency in English, and linguistic and cultural literacy in the world's languages and cultures. The ability to communicate in a way that is culturally appropriate in a variety of settings will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative efforts. Success in an increasingly interconnected world depends on students' effective use of language and cross-cultural communication skill (California Department of Education, 2009). These World Language Content Standards recognize that, "To succeed in the twenty-first century, today's students need to develop academic knowledge, proficiency in English, and linguistic and cultural literacy in several of the world's languages and cultures."

The value for increased language programs, especially at the secondary level, is increasingly evident and gaining momentum. In 2011, California became the first state in the nation to establish a statewide recognized Seal of Biliteracy (Assembly Bill 815) for high school graduates. Although there has been increased attention at the state level, only 201 two-way dual language programs are listed on *California's Two-Way Immersion Program Directory* (California Department of Education). Unfortunately, most of these are at the elementary school level. The proposed Charter School is unique in that it will continue providing target language learning opportunities at the middle school level in French, German, Italian, and Spanish.

As a result of culturally appropriate language use, students will enhance their ability to effectively carry out a wide range of tasks with a high level of control of the linguistic system. By moving beyond simply learning about language and culture, students will be prepared for real world language use and global citizenship by having opportunities to learn languages and cultures through communicative interactions. To view oneself as culturally competent is to also view language learning as a lifelong endeavor (California Department of Education, 2009).

The vision and mission of the proposed Charter School are consistent with the research on 21st century skills. The proposed Charter School is committed to fulfilling its mission and to providing a research-based curriculum and an educational program designed to prepare students for a future that will increasingly demand academic competence as well as self-assurance and responsibility, critical thinking and creativity.

C. Educational Design Research - How Learning Best Occurs

The school program review and literature review are consistent with the academic outcomes and other benefits of two-way dual language immersion programs.

Model Schools

The grades K-5 elementary program at the proposed Charter School intends to follow the 90/10 two-way dual language immersion model. Currently, an example of an elementary school that is successfully implementing multiple languages in the 90/10 model in these grades is Franklin Magnet School in GUSD. Accordingly, Franklin Magnet has had a 65-point increase in its Academic Performance Indicator (California Department of Education, DataQuest) since the immersion program students began testing. Moreover, Franklin consistently has waiting lists of students desiring entry into the program.

The grades 6-8 middle school program will be based on the program currently being implemented at the International Studies Charter School in Miami, Florida which serves grades 6-12. The International Studies Charter School offers students in grades 6-8, the International Education (IE) Program in French, Italian, and Spanish. The IE program is a beginning language program for *non-fluent* students which offers enrollment in two target language courses each year. They also offer the International Studies (IS) program. Each year, *fluent* students take a minimum of three courses taught entirely in their target language (International Studies Charter School Curriculum Bulletin). Both of these programs prepare students for eventually taking the AP classes and/or exams in the target language in high school.

The vision of International Studies Charter School is to serve the needs of the community by offering a unique multilingual, multiliterate, and multicultural curriculum preparing students to have an edge in global competition. Students are able to study French, Italian, and Spanish using curricula provided by the ministries of education of the respective countries. The mission of International Studies Charter School is to teach students to make decisions with integrity, think, and behave as citizens of the world, and graduate with a sense of purpose. The International

Studies Charter School's middle and high school have consistently earned an "A" - the highest possible ranking - by the Florida Department of Education's school performance evaluation system. The high school has been recognized as a top United States high school by multiple media, such as Newsweek, The Daily Beast, US News and World Report, and Washington Post. International Studies Charter School currently ranks as the #1 high school in the state of Florida, #4 charter in the nation, and #13 overall in the national rank according to these publications (International Studies Charter School website).

Research on Two-Way Dual Language Immersion

The educational design of the proposed Charter School year focuses on providing literacy and academic content to students in English and another language (i.e., French, German, Italian, or Spanish) to promote bilingualism (ability to speak fluently in two languages) and biliteracy (ability to read and write in two languages), grade-level academic achievement, and multicultural competency.

Two-way Dual Language Immersion

The proposed Charter School intends to implement two-way dual language immersion model as the best way to fulfill its mission and vision. The Center for Applied Linguistics defines two-way dual language immersion as, "a distinctive form of dual language education in which balanced numbers of native English speakers and native speakers of the partner language are integrated for instruction so that both groups of students serve in the role of language model and language learner at different times."

In two-way dual language immersion programs, the partner or target language (i.e., French, German, Italian, or Spanish) is used for a significant portion (from 50% to either 90% in two-way or 100% in one-way) of the student's instructional day. In the 90/10 model, Kindergarten and first-grade students spend 90% of their day learning in the partner language, learning content (math, social studies) and literacy in that language, and they spend 10% of their day in English, developing oral academic language. Each grade after that, more English is added until the children spend half of their day in English and half of their day in the partner language by about grade five. In 50/50 programs, students spend half of their instructional day in English and half in the target language across all grade levels. As noted earlier, most two-way programs available in California, are limited to the elementary school setting.

Benefits of a Two-Way Model

The benefits of a two-way model are multiple: 1) students are able to preserve their primary or heritage language or become proficient in a foreign language; 2) students develop a broader worldview that they take into college and their careers; and 3) students gain cognitive advantages that translate into flexibility in their thinking and the ability to successfully tackle rigorous coursework (Maxwell, 2012).

The educational program of the proposed Charter School is intended to empower its students to interface with a decreasingly monolingual general population. Approximately one-fifth of Americans speak a non-English language at home, and globally, as many as two-thirds of children are brought up bilingual (Cuda-Kroen, 2011). Additional merits of language immersion programs are compelling. Dual language instruction has demonstrated an astonishing power in school reform (Collier & Thomas, 2004). Introducing or increasing foreign language instruction in elementary schools to increase student achievement in reading and math is also proposed by Stewart (2005). The earlier another language is introduced in their development, the more rapidly children stand to reap the benefits (Met, 1991).

Lindholm-Leary (in press) documents that “middle and high school programs that receive bilingual children from elementary one- and two-way DL (dual language) programs are often reluctant, or even refuse, to develop a secondary program that offers more than standard foreign language instruction. Thus, there is insufficient opportunity for interested students in continuing their DL program, and thus for promoting high levels of proficiency in the partner language. The result of these misguided approaches is continuation of a policy that attempts to promote high levels of achievement, but ignores the mounting evidence on the positive impact of bilingualism on children’s language, cognitive and socio-cultural development, along with their academic achievement.”

Cognitive Benefits

Ample and long-standing research also documents the cognitive benefits of bilingualism. Bamford and Mizokawa (1991) found significant positive differences in problem solving in bilingual children. Landry (1973) found that second language learning not only provides children with the ability to depart from the traditional approaches to a problem, but also provides them with possible rich resources for new and different ideas. Moreover, bilingualism has been found to have positive effects on episodic and semantic memory at all age levels (Kormi-Nouri, 2003).

Lindholm-Leary (in press) concluded that, “Compared to their peers in English mainstream programs, DL middle and high school students are: 1) as or more likely to be enrolled in higher

level math courses (Lindholm-Leary & Borsato, 2005); 2) as or more likely to pass the high school exit exam (Lindholm-Leary, 2010); 3) less likely to drop out of school (Thomas & Collier, 2002); and 4) more likely to close the achievement gap with native English speaking peers at least by the end of high school (Lindholm-Leary, 2014; Lindholm-Leary & Borsato, 2006; Thomas & Collier, 2002).”

Educationally Disadvantaged Students In Two-Way Immersion

The proposed Charter School anticipates that some of its students will have previous exposure to the target languages and/or will be English language learners. Two-way dual language instruction programs equally serve native English speaking students, bilingual, and English language learners in an integrated bilingual classroom (Collier & Thomas, 2004). Myers (2014) reported on the Stanford study which followed 18,000 English learner students in San Francisco Unified School District for over ten years, “that while students in English immersion programs perform better in the short term, over the long term students in classrooms taught in two languages not only catch up to their English immersion counterparts, but they eventually surpass them, both academically and linguistically.” The study also concluded “that students in English immersion classrooms perform better than those in two-language classrooms in the early grades, but those in the two-language programs catch up to or even surpass their counterparts by middle school.” Therefore, dual language instruction also benefits the English language learner whose primary language is in another world language.

The education of language minority students is dependent on the degree to which these children have access to instruction which is challenging, yet comprehensible. In addition, the shared belief that “all children can learn” is a central operating principle that empowers students, especially English language learners (Garcia, 1991). Whilst two-way dual language programs initially focused on supporting English language learners in their development and acquisition of English literacy skills, they now enrich and develop students to become bilingual and biliterate (Calderón & Carreón, 2000).

In reviewing immersion suitability for other minority students, Gaffney (1999) found that “at-risk students are not only as successful in immersion education as they would be in English-medium classes, but that immersion may be their only chance for acquiring a second language. . . It is important to remember that if learning a second language is considered valuable for all students, immersion education may be more appropriate for language disabled students than a traditional foreign language program introduced later in the student’s school experience and more effective for these students, because immersion programs follow a natural path of language acquisition,

one that mirrors the path taken for their first language acquisition.” Succinctly stated by Wiss (1989), “It is important that learning disabled children not be counseled out of early immersion, as this may be their only opportunity for bilingualism.”

Gaffney (1999) adds that “Another possible benefit of placing such students within an immersion program is the teaching methods used in particular by immersion teachers. Because delivery is always in the target language, an immersion teacher cannot assume that students understand once the information has been presented. Immersion teachers rely heavily on multiple forms of delivery to communicate new concepts in the target language, using audio, visual, and many times, kinesthetic methods to deliver the same information. . . Also, due to the fact that almost all students arrive to immersion programs without any prior knowledge of the target language, immersion programs might even level out the playing field at times, although as in all schools, some students are bound to be better prepared than others to begin their education.”

Coalition of Essential Schools’ 10 Common Principles

The proposed Charter School will utilize the *Coalition of Essential Schools’ 10 Common Principles* as an infrastructure for how learning best occurs, maximizing learning and student achievement in the school community. A sampling of the integration of Dr. Theodore Sizer’s *Coalition of Essential Schools 10 Common Principles* is as follows:

- **Principle 1.** Learning to use one’s mind well. The proposed Charter School intends to focus on helping its pupils learn to use their minds well by holding high expectations and challenging them with rigorous and grade level-specific content.
- **Principle 2.** Less is more, depth over coverage. The proposed Charter School’s faculty will employ the Common Core State Standards to focus on each student mastering a limited number of essential skills and areas of knowledge. Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by effort to merely cover content.
- **Principle 3.** Goals apply to all students. The goals of the proposed Charter School apply to all students. While goals of each individual student may vary, the proposed Charter School will strive for each student to maximize his or her fullest potential.
- **Principle 4.** Personalization. Teaching and learning will be personalized to the maximum feasible extent. To capitalize on this personalization, the school principal and faculty will provide input into the decisions about the details of the course of study, the use of students’ and teachers’ time, and the choice of teaching materials and specific pedagogies.

- **Principle 5.** Student-as-worker, teacher-as-coach. The governing practical metaphor of the proposed Charter School is the student as worker, rather than the more familiar unilateral teacher as deliverer of instruction. The proposed Charter School faculty's role as coach is to provoke students to learn, how to learn, and thus be independent learners.
- **Principle 6.** Demonstration of mastery. Teaching and learning at the proposed Charter School intends to be documented and assessed with tools based on student performance of real tasks. Students not at appropriate levels of competence shall be provided with intervention and support to assist them to meet grade level standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects shall be incorporated to better understand the learner's strengths and needs. Students shall also be recognized for their mastery through award assemblies and activities.
- **Principle 7.** A tone of decency and trust. The tone of the proposed Charter School intends to explicitly and self-consciously stress values of unanxious expectation, trust, and decency. Incentives appropriate for students and teachers will be emphasized. Parents and teachers shall be key collaborators and vital members of the school community.
- **Principle 8.** Commitment to the entire school. The proposed Charter School principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists (experts in a particular discipline) second. Faculty and staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.
- **Principle 9.** Resources dedicated to teaching and learning. The proposed Charter School budget targets shall provide for class sizes and activities that promote personalization, resources for increased student achievement outcomes, time for collective planning by teachers, and appropriate salaries for staff.
- **Principle 10.** Democracy and equity. The proposed Charter School shall demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. Democratic practices that involve the school's stakeholders will be modeled. The proposed Charter School shall honor diversity and build on the strength of its community, deliberately and explicitly challenging all forms of inequity.

D. Enabling Self-Motivated, Competent, and Lifelong Learners

The proposed Charter School originated from the dedication of a group of parents and educators who were inspired by the progress Franklin Magnet School and other similar schools were making toward achieving a vision of an alternative learning community in which all involved develop as 1) self-motivated, 2) competent, and 3) lifelong learners. A confluence of resources in the form

of skilled individuals, funds, and a growing number of families seeking a diverse neighborhood school has given rise to the conviction that the proposed Charter School can meet the objective of enabling students to develop these three qualities.

One of the great challenges facing the educational community is determining how to best inspire young people, especially at-risk learners, to become self-motivated, competent, and lifelong learners. The proposed Charter School intends to seek to inspire these attributes by:

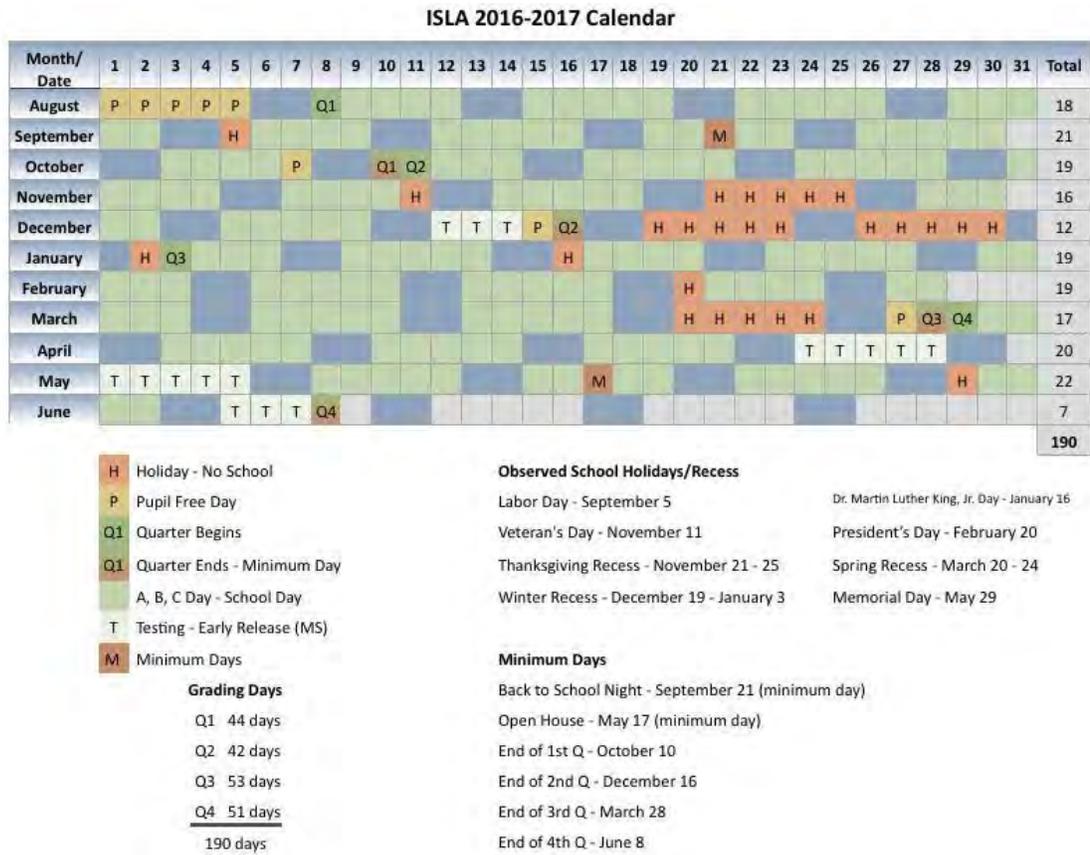
- **Developing Self-motivated Learners.** The proposed Charter School believes that self-motivation requires students to internalize the benefits of learning. Therefore, the proposed Charter School will seek to connect students' personal interests and questions with curricular and extracurricular opportunities. Students will be empowered to choose community service and single subject-focused projects that have personal meaning to them. By beginning with each student's interests and questions, the proposed Charter School can provide students with the means of making connections between their studies, themselves, and life beyond the school's walls.
- **Developing Competent Learners.** Students who can effectively express how they learn best can "own" their education and be both competent and lifelong learners. The proposed Charter School intends to develop competent learners in two ways: 1) A school-wide pedagogy that emphasizes differentiated instruction to assure that students are given manifold opportunities and a variety of support systems to achieve academic success and 2) A collaborative and objective driven approach in choosing curriculum and creating lessons plans to ensure that learning objectives are clearly identified and met by students. In these ways, students will develop a solid foundation of knowledge and a competence in learning upon which they can build in the future.
- **Developing Lifelong Learners.** The proposed Charter School's emphasis on international understanding and responsible citizenship throughout the program will foster student appreciation for the many positive impacts their skills and abilities can have on the world.

E. Description of Learning Environment

Sample of Elementary and Middle School Calendar

The proposed Charter School's calendar below exceeds the 180 required number of school days set forth in California Education Code § 46208 and includes 190 school days per year.

Figure - Proposed 2017-2018 Calendar



Because the proposed school year is longer, the Charter School's annual instructional minutes will also exceed the annual instructional minutes outlined in Education Code § 47612.5 which requires, at a minimum:

- For students in Kindergarten (and TK, if offered): 36,000 instructional minutes.
- For students in grades 1-3: 50,400 minutes.
- For students in grades 4-8: 54,000 minutes.

The proposed Charter School will also comply with applicable laws regarding the minimum number of instructional minutes to qualify for a school day.

The proposed Charter School retains the right to modify this proposed calendar to meet the needs of the students, as well as to coordinate with the calendar of GUSD, and the calendars of the professional development partners. Such modification shall not be considered a material

revision of the charter so long as the number of school days and instructional minutes meet the minimum thresholds required by applicable California law.

Sample Elementary School Schedule (Grades K-5)

The elementary school program will serve students in grades K-5 in a two-way dual language immersion model that promotes fluency in two languages within an educational environment that promotes high academic achievement. Language learning refers not only to the learning of a specific language, but it includes any and all activities which bring about learning. Through language, students acquire the ability to think critically, develop cultural awareness, social skills and values, and acquire knowledge.

In the Figure below, the proposed 2017-2018 bell schedule for the regular instructional day for elementary students in K is 8:00 a.m. to 1:25 p.m., for 1st grade is 8:00 a.m. to 2:25 p.m., for grades 2-3 is 8:15 a.m. to 2:50 p.m., for grades 4-5 is 8:15 a.m. to 2:55 p.m., Monday through Friday. Six minimum days have been identified throughout the year: at the end of each quarter, Back To School Night, and Open House.

The proposed Charter School retains the right to modify this schedule to meet the needs of the students. Such modification shall not be considered a material revision of the charter so long as the number of school days and instructional minutes meet the minimum thresholds required by applicable California law.

Figure - Sample Elementary School Bell Schedule

Grade K Regular Day Bell Schedule	
Morning Bell	8:00 AM
Recess	9:20 AM
Lunch	11:00 AM
Dismissal	1:25 PM

Grade K Minimum Day Bell Schedule	
Morning Bell	8:00 AM
Recess	9:20 AM
Lunch	11:40 AM
Dismissal	12:00 PM

Grade 1 Regular Day Bell Schedule	
Morning Bell	8:00 AM
Recess	9:20 AM
Lunch	11:00 AM
Dismissal	2:25 PM

Grade 1 Minimum Day Bell Schedule	
Morning Bell	8:00 AM
Recess	9:20 AM
Lunch	11:40 AM
Dismissal	12:00 PM

Grade 2 & 3 Regular Day Bell Schedule	
Morning Bell	8:15 AM
Recess	9:40 AM
Lunch	11:00 AM
Dismissal	2:50 PM

Grade 2 & 3 Minimum Day Bell Schedule	
Morning Bell	8:15 AM
Recess	9:40 AM
Lunch	11:40 AM
Dismissal	12:00 PM

Grade 4 & 5 Regular Day Bell Schedule	
Morning Bell	8:15 AM
Recess	10:00 AM
Lunch	11:20 AM
Dismissal	2:55 PM

Grade 4 & 5 Minimum Day Bell Schedule	
Morning Bell	8:15 AM
Recess	9:40 AM
Lunch	11:40 AM
Dismissal	12:00 PM

Sample Middle School Schedule (Grades 6-8)

The middle school program serves the educational needs of students in grades 6-8. The middle school educational design is a product of the affiliation agreement between the proposed Charter School and International Studies Charter School, which was previously described.

The Figure below outlines the tentative 2017-2018 middle school block bell schedule. The regular instructional day for middle school students begins at 8:30 a.m. and ends at 3:45 p.m. The A/B days schedules alternate daily. The tentative school calendar (noted earlier) and instructional minutes both exceed minimum requirements. There will be shortened days for professional development and standardized testing. As noted in the calendar above, six minimum days have been identified throughout the year: at end of each quarter, Back To School Night, and Open House.

Figure - Sample Middle School Block Bell Schedule

Grade 6 - 8 A/B Day Bell Schedule	
Block 1 (period 1/5)	8:30 AM - 10:05 AM
Nutrition/BIC	10:10 AM - 10:20 AM
Block 2 (period 2/6)	10:20 AM - 11:55 AM
Lunch	11:55 AM - 12:30 PM
Block 3 (period 3/7)	12:30 PM - 2:05 PM
Block 4 (period 4/8)	2:10 PM - 3:45 PM
Alternating Block Schedule	

Core academic subjects rely on deep, conceptual understanding and analysis. Therefore, the core classes of mathematics, science, social sciences, English language arts, and world language will be in longer blocks of time enabling students to experience math and science in a laboratory-like environment that will include hands-on “investigations” and multistep problem-solving. Similarly, the English language arts and social sciences courses will be able to include in-class writing, discussion, reading, and presentation activities.

The proposed Charter School retains the right to modify this schedule to meet the needs of the students. Such modification shall not be considered a material revision of the charter so long as

the number of school days and instructional minutes meet the minimum thresholds required by applicable California law.

A Typical Day at the Proposed Charter School

A visitor will gain clear perspective on the proposed Charter School's culture, core values, and beliefs by shadowing any given student throughout the school day. While some students walk to the proposed Charter School from the nearby community, other students are dropped off by their parents and/or guardians. Depending upon expressed need and available resources, early drop off opportunities may be provided to parents. Otherwise, the school day starts between 8:00 a.m. and 8:30 a.m. depending on the student's grade level. The proposed Charter School leadership, faculty and staff greet students as they arrive on campus. A campus monitor is posted near the entrance to monitor student safety. As students congregate inside, they are immediately welcomed into a calm environment.

On regularly scheduled days, students in grades K-5 are seated in their classrooms ready to begin by 8:00 am or 8:15 a.m. and students in grades 6-8 are ready to begin by 8:30 a.m. Teachers begin each class with an activity that students immediately start without instruction, which allows teachers to take attendance on their computers using the school's data management system. Daily attendance information is utilized by the office to alert parents and guardians of students who are absent or tardy without an excused notice.

Emphasis is on grade appropriate standards-based instruction with high expectations for all students. The daily learning objectives can be seen on the whiteboard, along with the class agenda. Teachers scaffold their lessons in a manner that gradually releases the cognitive load to students. Instructional expectations are clear. Teachers engage students in understanding what they must know and be able to do to demonstrate mastery on grade appropriate assignments and standards. They involve students in defining and dissecting content-specific work to ensure students understand what is expected of them. Students are actively engaged in their learning by using appropriate academic discourse to facilitate their own exchange of knowledge in pairs, small groups, or with the entire class.

By spending time to understand the different elements that make up instructional activities, teachers ensure that students clearly understand how to approach assignments and accurately evaluate the quality of their work. Teachers use a combination of instructional strategies to challenge students and teach them that learning can have different approaches. They vary instructional materials and resources, which includes the use of digital presentations,

worksheets, and a mixture of electronic content and traditional texts both in English and in the target languages. Intervention activities address identified needs for struggling learners whereas extension activities promote more challenging coursework for advanced learners.

Recess is supervised by the elementary program teachers. Passing periods for middle school students are supervised by middle school teachers stationed at their classroom doors. Administrators, counselors, and other staff may also be present during recess and passing periods. Aside from ensuring student safety, this provides opportunities for students and staff alike to converse and interact with each other, adding to a friendly and communal school environment. These conversations will be heard in both English and the target languages.

After school tutoring, enrichment, intramurals, and extracurricular activities will be available to participating students. Struggling learners, as identified through school grades, assessments, and Response to Instruction and Intervention (RtI²), may have opportunities for strategic tutoring with both teachers and the after-school program.

F. Educational Design and Instructional Strategies

Students commencing in grades K-1 will experience a dual language immersion model where 90% of the day is taught in the chosen target language. The teacher will speak only in the target language to the students. As the student progresses through grade levels, the percentage of the target language decreases and English increases until the 50/50 dual immersion model is reached in fifth grade. In the middle school grades, the percentage decreases to 25/75. The proposed Charter School will include two-way dual immersion learning in the elementary and middle school as detailed in the Figure below.

Figure - Language Instruction Percentages by Grade Level

Kindergarten	Target Language 90%	English 10%
First Grade	Target Language 90%	English 10%
Second Grade	Target Language 80%	English 20%
Third Grade	Target Language 70%	English 30%
Fourth Grade	Target Language 60%	English 40%
Fifth Grade	Target Language 50%	English 50%
Sixth Grade	Target Language 25%	English 75%
Seventh Grade	Target Language 25%	English 75%
Eighth Grade	Target Language 25%	English 75%

Students entering grade 6 may select between the acquisition or immersion programs.

Target Language Instructional Outline.

Below is a matrix detailing which core academic subjects will be taught in the targeted languages of French, Spanish, German, and Italian in TK through grade eight.

Grades	% Ratio of Instruction Target Language to English	Content Taught in Target Language	Content Taught in English
K-1	90:10	Math Science History/Social Science Target Language Arts Physical Education	English Language Arts
2	80:20	Math Science History/Social Science Target Language Arts	English Language Arts Physical Education
3	70:30	Math (in both TL and English)	English

		Science History/Social Science Target Language Arts	Language Arts Physical Education Math (in both TL and English)
4	60:40	Math (in both TL and English) Science Target Language Arts	English Language Arts Physical Education Math (in both TL and English) History/Social Science
5	50:50	Math (in both TL and English) History/Social Science Target Language Arts	English Language Arts Physical Education Math (in both TL and English) Science

Grades	% Ratio of Instruction Target Language to English	Content Taught in Target Language	Content Taught in English
6	25:75	Language Acquisition 1 Conversational 1	English 1/Honors English 1

			Math (Math 1)/Pre Algebra (Math 2) World History Prehistory - 500 Integrated Science 1 Physical Education VAPA (one semester) Design (one semester)
7	25:75	Language Acquisition 2 Conversational 2	English 2/Honors English 2 Pre Algebra (Math 2)/Algebra 1 World History 500 - 1700 Integrated Science 2 Physical Education VAPA (one semester) Design (one semester)
8	25:75	Language Acquisition 3 Conversational 3	English 3/ Honors English 3 Algebra 1/Geometry History 1700 - Present/American Integrated Science 3 Physical Education VAPA (one semester) Design (one semester)

Grades	% Ratio of Instruction Target Language to English	Content Taught in Target Language	Content Taught in English
6	25:75	Language and Literature 1	English 1/Honors

		World History Prehistory - 500	English 1 Math (Math 1)/Pre Algebra (Math 2) Integrated Science 1 Physical Education VAPA (two semesters) Design (two semesters)
7	25:75	Language and Literature 2 World History 500 - 1700	English 2/Honors English 2 Pre Algebra (Math 2)/Algebra 1 Integrated Science 2 Physical Education VAPA (two semesters) Design (two semesters)
8	25:75	Language and Literature 3 History 1700 - Present/American	English 3/Honors English 3 Algebra 1/Geometry Integrated Science 3 Physical Education VAPA (two semesters) Design (two semesters)

Acquisition Program - French, German, Italian, or Spanish.

The Acquisition program is an academic program infused with an advanced and honors curriculum. The focus of the Acquisition program is for students to enter high school bilingual and biliterate in their respective program language, even if they have not participated in a two-

way dual language program in elementary school, as well as to prepare students for an academically advanced and challenging high school curriculum. Each academic year, students take two language courses in their chosen program language. One course will emphasize grammar, vocabulary, and the written language and the other course will prepare student to communicate orally. Matriculated elementary school dual-language immersion students may choose the Acquisition program to begin study in a new world language. Students will also participate in five periods of instruction for core curriculum academic subjects; English, mathematics, social studies and science with one period of physical education. Student schedules will also include rotations between the visual and performing arts and a design class. These are further described in the later section titled [Curriculum and Instructional Materials](#).

Immersion Program - French, German, Italian, or Spanish.

The Immersion program is an academic program infused with an advanced and honors curriculum that enables students from two-way dual language elementary school immersion programs in French, German, Italian, and Spanish and heritage speakers to continue their studies of world languages. Students will participate in five periods of instruction for core curriculum academic subjects - English, mathematics, social studies and science and one period of physical education. The social sciences classes will be conducted in French, German, Italian, or Spanish. Student schedules will also include rotations between the visual and performing arts and a design class. Students who wish to be considered for the immersion program once enrolled must be able to read, write, and speak in their chosen target language. A proficiency exam will be administered to any student desiring entry into the immersion program. Immersion students successfully completing the middle school curriculum will be prepared to continue their Immersion education in high school.

Common Core and International Baccalaureate

The proposed Charter School's educational program is aligned with the Common Core State Standards (CCSS) and with the International Baccalaureate (IB) framework that includes second language acquisition and two-way dual language immersion (DLI) integrated within the regular school day. The curriculum will prepare students for a competitive, globalized, interconnected, and technologically-advanced future by demanding a high effort profile from all students. The proposed Charter School will instill in its students a love of learning and foster an appreciation and responsibility for both local and global communities.

The curricular plan will have ongoing review by the guiding coalition of staff and will be influenced by the IB Primary and Middle Years Programs Learner Profile. The proposed Charter School

intends to incorporate best practice models for the development of fluency and literacy in a second language. The established values and guidelines for personal growth and education will guide the whole school approach to a safe, clean, orderly, enriching environment in forming common expectations of respect for all members of the school community. Learners will be empowered through use of inquiry who can achieve success through effort and solid work ethic. Commitment, enthusiasm, perseverance and the building of strong interpersonal relationships among all members with shared responsibility amongst students, family, community, teachers and staff, of the school community will lead to success. A collaborative and supportive environment with a singular focus on student learning will be fostered.

By teaching through inquiry and through the use of the IB ideals and second language opportunities, students shall possess the following competencies when they leave the proposed Charter School:

- College or career readiness;
- Pose and pursue substantive questions;
- Critically interpret, evaluate, and synthesize information;
- Explore, define, and solve complex problems;
- Communicate effectively for a given purpose;
- Advocate for ideas, causes and actions;
- Generate innovative, creative ideas and products;
- Collaborate with others to produce a unified work and/or heightened understanding;
- Life-long learners; and
- Commitment to good citizenship through volunteerism.

Intentional Instruction

The proposed Charter School intends to incorporate the Intentional Instruction framework, with an emphasis on literacy across the curriculum. According to Fisher et al. (2011), this five-part framework requires teachers to: 1) establish purpose; 2) model their thinking; 3) guide students' thinking through the use of questions, prompts, and cues; 4) provide students with productive group tasks that are meaningful and allow students to practice language and consolidate learning; and 5) assign independent tasks that require students to apply what they have learned. Intentional Instruction is rooted from three theories: Gradual Release of Responsibility (Pearson & Fielding, 1991; Pearson & Gallagher, 1983; Direct Explanation (Duffy et al., 1987); and Literacy as a Social Practice (Barton, Hamilton, & Ivanič, 2000). Together, these theories inform an instructional framework that provides students with expert modeling, procedural and conditional

knowledge, and contexts for applying skills and concepts in the company of peers and the teacher.

To effectively execute the proposed Charter School's educational program, teachers will have opportunities to work cooperatively through horizontal and vertical planning in order to develop lesson plans aligned to these standards while implementing high-yield instructional strategies in the classroom such as:

- **Differentiated Instruction.** Using best practices derived from both Bloom's Taxonomy and the Depth of Knowledge (DOK) Levels, teachers will design lesson plans that adhere to the conventions of differentiated instruction. Differentiated instruction provides a learning environment that will maximize the potential for student success. Differentiated instruction can be recognized by a variety of classroom characteristics such as: teachers begin where the students are; teachers engage in instruction through different learning modalities; a student competes more against himself or herself than against others; teachers provide specific ways for each individual to learn; teachers use classroom time flexibly; and teachers are diagnosticians, prescribing the best possible instruction for each student.
- **Scaffolding.** Teachers identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous. Scaffolding strategies include: show and tell; tap into prior knowledge; give more time to talk; pre-teach vocabulary; use visual aids; and pause, ask questions, pause, review.
- **Inquiry-Based Learning.** Based on the scientific method, this student-centered strategy requires students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers use this strategy in developing critical thinking and problem solving skills.
- **Project-Based Learning.** PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. Though PBL, teachers engage students in projects where students can take advantage of digital tools to produce high quality, collaborative products.
- **Information Processing Strategies.** Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply

information presented. Such strategies include memorization, reciprocal teaching, graphic organizers, scaffolding, and webbing.

- **Cooperative Learning.** Teachers keep groups small, apply strategy consistently and systematically, and assign roles and responsibilities in groups. Teachers integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, structured academic controversy, and Socratic seminars. These techniques can be used as a means of creating safe environments wherein students collectively gather evidence, have class discussions, and formulate opinions.
- **Identifying similarities and differences.** Students compare, classify, and create metaphors, analogies and non-linguistic or graphic representations. Teachers utilize: thinking maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers, Question/Answer/Relationship (QAR), sketch to stretch, and affinity diagrams.
- **Summarizing and Note Taking.** Students learn to eliminate unnecessary information, substitute some information, keep important information, write/rewrite, and analyze information. Students will be encouraged to include some information in their own words. Teachers model summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quickwrites, graphic organizers, column notes, and affinity diagrams.
- **Nonlinguistic Representations.** Students create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Teachers incorporate: visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, and make physical models.
- **Generating and Testing Hypothesis.** Students generate, explain, test, and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision-making. Students incorporate thinking processes, constructivist practices, investigations, explorations, social construction of knowledge, use of inductive and deductive reasoning, questioning the author of a book, and finding other ways to solve same math problem.
- **Arts Integration.** Arts integration focuses on the infusion and integration of the arts throughout the curriculum. The arts can engage students who are not typically reached

through traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities. Through experimenting with different art forms and processes, students learn to take risks through exploration and to develop flexible thinking skills, envisioning from different vantage points and responding to new possibilities in the creative process.

Engagement Strategies

To improve student engagement for extended periods of time, lessons will be planned using the Chunk, Chew, Check method, which allow for information to be delivered in small units (timing corresponds to learner's age), adequate processing time, and gradually released opportunities for demonstrating mastery. Lessons will include a balance of both teacher-centered and student-centered activities.

Teachers will be trained in planning for multiple intelligences and tiered instruction. Specific strategies will be used to target literacy throughout the classes. The reading apprentice method of talking-to-the-text will be used for students to interact with a variety of texts across all disciplines, as called for by CCSS. See/Say, mean, matter (SMM) graphic organizers will be used for analyzing quotes, video clips, charts and graphs, and political cartoons, to name a few. Teachers will include writing across the disciplines. Students will be taught how to use SMM graphic organizers to organize their thoughts into TIEAC power paragraphs, and ultimately into essays. TIEAC is an acronym for: topic sentence; introduce the example; example from the text; analysis of the example; and concluding sentence. As students promote to higher grades and become stronger writers, they will be weaned from graphic organizers and write directly in power paragraph format. Additional teacher professional development information is detailed further in [Teacher Professional Development](#)

Instructional methodologies and curriculum, including materials, will support implementation and ensure student mastery of the CCSS and other state content standards by incorporating CCSS-aligned curriculum, training the teachers in the implementation of such curriculum, and having consistent assessment of the fidelity of those programs. Assessment data will be reviewed and used on a regular basis for teachers to drive their instruction towards student mastery. More detail on assessments is found at [Element 3](#).

Instructional Design

The proposed Charter School will articulate the plans for instruction and curriculum implementation detailed above by requiring the following:

- All lessons will be standards-based and will follow the framework and design of the Common Core standards and various instructional frameworks provided by the California Department of Education. In addition to Common Core State Standards, Next Generation Science Standards (NGSS) and the California Content Standards will be utilized to develop lessons and guide instructional design.
- Teachers will be required to submit both lesson plans and pacing guides that demonstrate standards-based instruction that is differentiated, scaffolded, and accommodated to ensure the needs of all learners, including diverse and special populations, are being satisfied by the instructional program. These lesson plans and pacing guides will be required to show that the instructional design includes accommodations for the different learning modalities of Bloom's Taxonomy and Depth of Knowledge (DOK) Levels.
- Instructional staff will be required to work collaboratively to engage in intentional and strategic data driven analysis of student progress. Students will be progress monitored using a variety of assessment methods including, but not limited to, diagnostic and progress monitoring assessments.
- Teachers will be required to plan collaboratively to ensure sequential and complementary horizontal and vertical instructional design across all content and curricular areas.

G. Educationally Disadvantaged Student Populations

The proposed Charter School believes that all students can learn and is committed to providing a differentiated program that allows students to achieve at their maximum capacity. To do so, the proposed Charter School will support all students through the instructional strategies described above and individualized instruction in general education settings wherein children have access to appropriate content and concepts and are provided the support and modifications required to access the curriculum. The educational program components also benefit educationally disadvantaged student populations. Small class sizes and block scheduling in the middle school enhance teacher student relationships. Common planning time fosters professional dialogue among teachers to address specific child needs such as Response to Instruction and Intervention, which is later explained in the section below entitled Students Achieving Below Grade Level. Teachers will analyze student data and performance to inform instruction, ensuring that all students are achieving and receiving the appropriate services within the context of curriculum delivery and instruction. Ongoing communication between families and the proposed Charter School will limit opportunities for students to fall behind. The previously cited *Coalition of Essential Schools' 10 Common Principles* also benefit educationally disadvantaged student populations. Examples of applicable principles include: 3) Goals should apply to all students, while the means to these goals will vary as those students themselves vary,

and; 10) Democracy and equity, the school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies.

The demographics of the nearby elementary schools merit additional consideration in the design of the educational program. Specifically, the target area elementary schools averaged student demographic data indicate that: 45% are minority, 65% are socioeconomically disadvantaged, 43% are English language learners, and 8% are students with disabilities. Moreover, the ability level in both English and the target language of the future students is unknown. Thus, the proposed Charter School will incorporate a wide variety of strategies, as described throughout this petition, to meet the needs of diverse learners.

Strategic Interventions

The proposed Charter School will incorporate the use of both vertical and horizontal strategic intervention for the elementary grades. This combination of heterogenous and homogenous regrouping strategies are consistent with “successful dual language programs...including some times when students are separated by native language or proficiency and others when students are integrated” (Howard et al, 2007). Lindholm-Leary (2005) elaborates that with homogeneous grouping “each group’s needs can be better met, particularly providing second language learning activities and approaches for the non-English language speakers.”

As an example of horizontal strategic intervention, fourth grade students will be regrouped based on English proficiency during the English language time block. Since all four target language students may participate in this regrouping, the reorganization occurs across four teachers. The highest achieving students will be clustered for enrichment and extension activities. On grade level students will be grouped for grade appropriate instruction. Struggling learners and English language learners can be divided between two groups for remediation and/or intervention. Alternatively, the students needing the most assistance can be clustered in as smallest group setting as possible to enable smallest possible teacher to learner ratio. The regrouping of students will vary based on current student needs and instructional activities.

Vertical strategic intervention may be demonstrated by regrouping fourth and fifth grade students participating in the Italian language for target language strategic instruction. However, since this reorganization is across two teachers, this will only yield two groups instead of the up to four which may occur during horizontal regrouping. This vertical regrouping of students similarly benefits both advanced learners needing enrichment and struggling learners needing remediation and intervention. Both of these strategic regrouping for target language (vertical)

and English language (horizontal) are visually represented in the following sample master schedule matrix for grades K-5.

Figure - Sample Elementary Master Schedule

Kinder/First	2nd/3rd	4th/5th
TARGET 8:00 AM - 9:20 AM (80 mins)	TARGET 8:15 AM - 9:40 AM (85 mins.)	TARGET 8:15 AM - 10:00 AM (105 mins.)
RECESS 20 mins.		
STRATEGIC TARGET grouped by ability 9:40 AM - 11:00 AM (80 mins.)	RECESS 20 mins. STRATEGIC TARGET grouped by ability 10:00 AM - 11:00 AM (60 mins.)	RECESS 20 mins. STRATEGIC TARGET grouped by ability 10:20 AM - 11:20 AM (60 mins.)
RECESS 20 mins.	RECESS 20 mins.	
LUNCH 25 mins.	LUNCH 25 mins.	RECESS 20 mins.
English/ELD 11:45 PM - 12:10 PM (25 mins.)		LUNCH 25 mins.
TARGET 12:10 PM - 1:25 PM (75 mins.)	TARGET 11:45 PM - 1:45 PM (120 mins.)	TARGET 11:45 PM - 1:05 PM (80 mins.)
RECESS 20 mins.	TARGET 11:45 PM - 1:45 PM (120 mins.)	TARGET 12:00 PM - 12:40 PM (40 mins.)
STRATEGIC ENGLISH/ELD OPTIONAL FOR KINDER 1:45 PM - 2:25 PM (40 mins.)	STRATEGIC ENGLISH/ELD 1:45 PM - 2:50 PM (65 mins.)	STRATEGIC ENGLISH/ELD 12:40 PM - 2:55 PM (175 mins.)
	STRATEGIC ENGLISH/ELD 1:05 PM - 2:50 PM (105 mins.)	STRATEGIC ENGLISH/ELD 12:40 PM - 2:55 PM (135 mins.)

*TK will follow the same schedule as Kindergarten.

	Kinder	First	Second	Third	Fourth	Fifth
Target Language Minutes	155	200	205	160	135	105
Target Language Strategic Minutes	80	80	60	60	60	60
Total Target Language Minutes	235	280	265	220	195	165
English Language Minutes	25	0	0	0	0	0
English Language Strategic Minutes	(40 opt)	40	65	110	135	165
Total English Languages	25 (+ opt)	40	65	110	135	165
Total Instructional Minutes	260 (+ 40)	320	330	330	330	330
Ratio Target:English	90:10	88:13	80:20	67:33	59:41	50:50

Note: Kindergarten students may participate in optional English Language Strategic time block after school, beyond the 10% in the model.

Students Achieving Below Grade Level

The proposed Charter School will implement protocols to ensure that students achieving below grade level are successful. For example, the proposed Charter School will determine the level of mastery in reading, writing, and mathematics for all students using baseline data and interim assessment data from the Smarter Balanced Assessment Consortium (SBAC) and other standardized assessments. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students. Strategies that are indicated for students achieving below grade level include: high expectation, reality-based teaching, active learning, varied grouping, cooperative learning, peer and cross-age tutoring, metacognition, varied assessments, and direct instruction. Classroom modifications include providing additional materials, visual aids, and preferential seating.

Students not adequately responding to academic or behavioral expectations will be referred to Response to Instruction and Intervention (RtI²) to provide a multi-tiered system of supports for these students. The proposed Charter School will identify students at-risk for poor learning

outcomes through available data such as: individual testing, teacher observations, interviews, review of school records, reports, and work samples, and parent input. The proposed Charter School will monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. The RtI² implementation will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the proposed Charter School, and assist with the identification of learning difficulties and problems. The RtI² model will have four essential components: a school-wide, multi-level instructional and behavioral system for preventing school failure; screening; progress monitoring; and data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with the law).

Faculty comprise the RtI² teams who will review (tier one meetings) the screening data and identify students in need of additional support through tier two intervention. For those students that meet benchmark standards from the administered assessments, they will continue to remain at tier one and be progress monitored until the next benchmark assessment. Those students not meeting benchmark standards will be identified and monitored to determine tier two status. The second tier involves instructional modifications and assessments that are developed for students who do not respond sufficiently to tier 1 strategies. At this stage, the process includes assessing students' skills and evaluating the instructional environment, curriculum, and delivery of instruction. Specific interventions are designed and delivered as needed, often in small-group contexts, and students' progress is measured frequently. Students not demonstrating progress in tier 2 interventions will progress into tier 3 status. At tier 3, instruction and interventions are further individualized and students may be referred for evaluation of eligibility for special education. Throughout this process, parents will be invited to participate as the proposed Charter School seeks to identify barriers to learning and strategies to overcome such barriers.

The Response to Instruction and Intervention process will be regularly reviewed for inclusion of the following ten components: 1) high-quality classroom instruction; 2) high expectations; 3) assessments and data collection; 4) problem-solving systems approach; 5) research-based interventions; 6) positive behavioral support; 7) fidelity of program implementation; 8) staff development and collaboration; 9) parent and family involvement; and 10) specific learning disability determination.

Low-achieving students may also be targeted for small group tutoring as well as a variety of intervention and enrichment activities such as: before- and after school tutoring and enrichment, and, after-school teacher office hours for homework help and individualized tutoring. Parents and guardians will be notified if their child is not meeting expectations and will be requested to participate in the intervention process.

Socioeconomically Disadvantaged/Low Income Students

The proposed Charter School will identify socioeconomically disadvantaged students based on students qualifying for the Federal Free and Reduced Lunch Program, a proxy for the level of poverty. The proposed Charter School anticipates serving a community that includes students who are socioeconomically disadvantaged and as such face particular challenges regarding poverty, employment, domestic violence, substance abuse and gangs. The proposed Charter School recognizes how these and other issues related to family income and the stigma of poverty may impact students' self-esteem and their perception of what they can achieve academically.

When teachers make judgments about students based on their socioeconomic levels, they may hinder students from having an equal opportunity for academic achievement. Thus, the proposed Charter School will ensure that its faculty and staff are trained to be sensitive to not single out students as members of this subgroup, but rather view students as individuals. The proposed Charter School will identify needs and monitor low socioeconomic students using the same criteria for all other subgroups/students. Teachers, counselors and administrative staff will work cooperatively in identifying any social, emotional, economic or academic needs of students and monitor their progress through data and assessment systems. Through the RtI² process, struggling students are identified, monitored, and appropriate support is provided.

The proposed Charter School's educational program is designed to meet the unique needs of socioeconomically disadvantaged students by: providing a small and safe learning environment where every student can receive individualized attention and support; establishing a culture of high expectations for all; relating content to students' prior knowledge and real world experiences, which has demonstrated to improve achievement for socioeconomically disadvantaged students; infusing the arts as a method of engaging students interest beyond the traditional classroom experience; providing support that students may not receive at home; providing peer group counseling service and clinical support through onsite school counselors, such as those provided through the Los Angeles County Department of Mental Health, with parent consultation and authorization; monitoring that students' basic needs are met so that

they can be academically successful; and partnering with community organizations to provide onsite and offsite services to students and families.

Gifted and Talented Students and Students Achieving Above Grade Level

Students identified as gifted or talented will be appropriately progress monitored. High achieving students will be identified as those who are: reading at least one or more years above grade level; scoring in the advanced range on internally developed standards-based benchmark assessments; demonstrating mastery in all core courses; and scoring in the advanced range on corresponding state assessments. Certain behaviors may also indicate a student's gifted ability. These include: they tend to get their work done quickly and may seek further assignments or direction; they ask probing questions that tend to differ from their classmates in depth of understanding and frequency; and they have interests in areas that are unusual or more like the interests of older students.

The proposed Charter School's teachers will provide gifted students with opportunities for more advanced learning through advanced coursework, curriculum enrichment, creative research projects, and/or portfolios. During strategic intervention time blocks as described earlier, gifted students are provided with targeted classroom instruction and enrichment opportunities intended to meet their specific learning needs. Applicable instructional strategies for advanced learners include: presenting content that is related to larger themes; integrating multiple disciplines into instructional activities; focusing on open-ended tasks; and encouraging the development of products that challenge existing ones and create new or revised ideas.

The proposed Charter School's small, individualized environment allows teachers to create learning activities that target the needs of students. Through differentiated instruction, teachers can create enriching lessons with additional learning activities for gifted and talented students, while meeting the needs of all learners in a given classroom. Middle school students who are academically ready for high school coursework will be provided opportunities for higher level coursework, such as Algebra. Accelerated students may also be provided enrichment opportunities outside of the core instructional program such as: additional exposure to visual and performing arts, exhibitions, and internships. Leadership will provide interested students an opportunity to engage in shared decision making, project oversight, and overall school improvement.

Parents and guardians will be notified if their child is exceeding expectations and will be requested to participate in the enrichment process. Applicable strategies include; reminding

students to grapple with new ideas; seeing mistakes as opportunities to learn, not failures; encouraging problem-solving by offering options, rather than solutions; inspiring reading including non-fiction texts; and keeping expectations high. Parents can ask their students open-ended questions and guide students to question their own thinking. Parents could ask their child(ren) to teach them one thing they learned that day. Parents can help their children acquire technology skills by locating online articles or current events and reading them together and encouraging their student to find and learn about future plans for college or career. Parents can also communicate with the teacher by asking questions such as: Is this piece of work satisfactory? How can it be better? If my child wants to learn more about a subject, what resources are there to help his/her learning outside the classroom? How does my child defend interpretations of reading he/she researched? How can my child become better skilled at gathering information and citing material accurately?

Underachieving Gifted

Instructional strategies utilized for students at-risk will be incorporated for students who are gifted but do not have task commitment. By fostering active student involvement in their own learning, student interest and enthusiasm should increase. Teaching self-monitoring and self-management skills will help these students set their own goals and persevere when working on assignments. Grouping them with more motivated gifted students may also provide a peer model to help engage them in their own learning.

English Language Learners (ELL)

The proposed Charter School will comply with Federal, State, and District mandates regarding ELL education and redesignation of ELL students. The proposed Charter School will meet the requirements of Federal and State law relative to equal access to the curriculum for English Language Learner (ELL) students.

Two-way bilingual immersion programs do not replace English with another language, but provide students an opportunity to acquire a second (or third) language. Two-way bilingual immersion programs are additive programs in that a second language is acquired while maintaining the first language of the students (California Department of Education, Two-Way Bilingual Immersion Programs in California FAQs). California Education Code § 305 requires that, except by parental waiver, all children be placed in English language classrooms. Per California Education Code § 310, the requirement to place an ELL in an English language classroom may be waived with prior written informed consent, to be provided annually, of the child's parent or legal guardian. Pursuant to Education Code §§ 311(b) and (c), the school principal and

educational staff may recommend a waiver to a parent or guardian. Under approved parental waivers, children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Pursuant to California Code of Regulations, Title 5, § 11309(b)(1), parents and guardians applying for a waiver must be provided with a full written description and on request from a parent or guardian, a spoken description of the structured English immersion program and any alternative courses of study and all educational opportunities offered by the school and available to the pupil. A full description of the educational materials to be used in the different options shall also be provided.

The proposed Charter School will adopt and implement its own plan for ELL students that includes the use of these waivers, and also meets the Federal, State, and District mandates for ELLs. In accordance with this plan, the proposed Charter School will timely identify potential ELLs and provide them with an effective English language acquisition program. The proposed Charter School's plan is based on sound educational theory; will be adequately supported by trained teachers; and will be periodically evaluated to ensure continued program success.

Identification

As required by California Education Code § 52164.1, the proposed Charter School will determine the Home Language of each student upon enrollment through the administration of a Home Language Survey. This survey is part of the enrollment documents completed for all new students. In compliance with the United States Department of Education's Office for Civil Rights (OCR), if a parent affirms on the home language survey that the child learned first to speak a language other than English, that the child currently speaks a language other than English, or that a language other than English is spoken in the home, the child is classified as having a primary home language other than English. Within 30 calendar days of enrollment or 60 days prior to first enrollment, the proposed Charter School will assess the English proficiency of students whose primary home language may not be English using the California English Language Development Test (CELDT), or the English Language Proficiency Assessment for California (ELPAC) when adopted, as determined by the Home Language Survey and other indicators. The 30-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment. In addition, the proposed Charter School will research the student's previous CELDT scores to determine progress toward English proficiency and to plan instructional support.

Designation

Upon receipt of initial scores, students will be designated as either Initially Fluent English Proficient (I-FEP) or Limited English Proficient (LEP) using the guidelines in the Figure below. Should the State of California modify metrics for measuring English Language Proficiency or its recommendations for classification of LEP and I-FEP during the term of this charter, the proposed Charter School will adopt the state tool and recommendations. Such changes will not be considered a material change of this charter.

Figure - Designation Criteria

	Limited English Proficient (LEP)	Initial Fluent-English Proficient (IFEP)
K- 1 st	Overall Score = 1 or 2 OR Any domain is less than 3.	Overall is 4 or 5, and domain scores for Listening, Speaking, Reading, and Writing at least a 3.
2 nd – 8 th	Overall Score = 1, 2, or 3 OR Any domain is less than 3.	Overall is 4 or 5, and domain scores for Listening, Speaking, Reading, and Writing at least a 3.

Notification

The proposed Charter School will utilize the letter template resources available on the California Department of Education’s CELDT resources for notifying parents regarding initial identification, English proficiency, not yet reached proficiency, reclassification, and alternate assessments. The proposed Charter School will notify parents of the school’s responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days of receipt of scores. Following receipt of test results, parents or guardians will be informed of their rights and will be encouraged to participate in the reclassification process.

Progress Monitoring

The proposed Charter School will comply with applicable Federal and State laws in regard to the testing and service requirements for ELL students. This includes ongoing assessment, active

progress monitoring, and redesignation. Students who are identified as Limited English Proficient will take the CELDT (or ELPAC) annually until they are reclassified. The progress of ELLs and reclassified fluent English proficient students (R-FEP) will be monitored on an ongoing basis and via various sources of data including annual CELDT assessment data, standardized assessments, report cards, progress reports, classroom performance, teacher evaluations, Response to Instruction and Intervention, parental feedback, and if applicable, Individualized Education Plans. This information will assist the proposed Charter School in determining student progress as well as the proposed Charter School’s effectiveness serving the needs of its ELL population. The teachers will work with school leadership to evaluate and improve services given to ELL students.

Reclassification

A combination of data based on the criteria identified in the California Education Code and recommended by the State Board of Education (SBE) will be used to determine eligibility for reclassification of students, as outlined in the Figure below. Should the State of California modify metrics and recommendations for reclassification during the term of this charter, the proposed Charter School will adopt the state tool and recommendations.

Figure - Reclassification Criteria

	Kindergarten – 1 st grade	2 nd grade – 5 th grade	6 th grade - 8 th grade
CELDT Annual	· CELDT overall score of 4 and scores of 4 or 5 in	· CELDT overall score of 4 or 5 and scores of 3 or	· CELDT overall score of 4 or 5 and scores of 3 or higher

	Listening, Speaking, Reading, and Writing.	higher in Listening, Speaking, Reading, and Writing.	in Listening, Speaking, Reading, and Writing.
Teacher Evaluation	· Progress report card marks of As or Bs in ELA.	· Progress Report Marks of A or B in ELA.	· Progress Report Card Marks of A, B, or C in ELA.
Basic Skills Assessment	· Benchmarks score on all skills assessed on DIBELS or similar standardized assessment.	· Benchmarks score on all skills assessed on DIBELS or similar standardized assessment.	· Benchmarks score on all skills assessed on NWEA MAPs or similar standardized assessment.
Parent Approval	· Parent consultation and approval.	· Parent consultation and approval.	· Parent consultation and approval.

Instruction, Services, and Supports for English Language Learners. The Common Core State Standards for English Language Arts and California State Standards for English Language Development provide the foundation for the English Learner Program at the proposed Charter School, articulating rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready. The curriculum provides rich learning opportunities coupled with strategic instructional strategies to support all students in achieving English language fluency at their optimal pace. Please see the [Curriculum and Instructional Materials](#) section for more information on the English Language Development program. Key components of the proposed Charter School’s English language learner program are:

- **Targeted Support.** Additional push-in and pull-out support is provided as needed to ensure English language learners have equal footing with native speakers across the curriculum, as well as within the school community. Through regular data analysis, teachers identify ELLs as well as R-FEP students, who may be struggling to access grade level content. These students receive individual, small group intervention, and/or targeted tutoring support.

- **Strategic English Language Development Class.** Targeted support for ELLs tailored to their proficiency level may be provided through strategic English Language Development (ELD) class during the regular instructional day and / or beyond the school day. Students scheduled into an ELD class will be monitored for academic progress.
- **Reading Intervention.** The Common Core emphasizes literacy across all content areas. As such, the proposed Charter School will make literacy instruction a priority across all content areas for all students and in particular English language learners. Reading classes focus on improving reading development, in particular, reading comprehension, fluency, phonemic awareness, phonics, and vocabulary development.

ELL Program Assessment. The evaluation of the effectiveness of the ELL Program at the proposed Charter School will include, but is not limited to, the following:

- Evaluation of achievement of ELLs, disaggregated by language proficiency level and years in program to determine adequate yearly progress. Achievement measures may include, but are not limited to, the following:
 - ELL students are making strong academic progress as measured by school-based assessments;
 - ELL students are classified as proficient in English in five to seven years, or less;
 - ELL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams; and
 - ELL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students;
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design;
- Monitoring of student identification and placement; and
- Monitoring of availability of adequate resources.

If students are not making sufficient academic progress as indicated through CELDT results and/or other data, the proposed Charter School will modify its ELL program as needed. Data will guide any needed changes.

English Learner Advisory Committee (ELAC)

If there are more than 21 ELLs enrolled, the proposed Charter School will form an English Learner Advisory Committee (ELAC). Families will have the opportunity to participate on the school's ELAC to: advise the principal and staff on programs and services for English language learners; advise

the School Leadership on the development of the Single Plan for Student Achievement (SPSA); develop the proposed Charter School's needs assessment; implement the school's annual language census; and help make parents aware of the importance of regular school attendance.

Students with Disabilities

As indicated in the Students in Immersion ([Educational Design Research](#)) section of this petition, immersion may be the only opportunity for bilingualism for students with disabilities. Accordingly, the proposed Charter School recognizes its responsibility to support students with disabilities who can benefit from its language programs. The proposed Charter School will comply with applicable State and Federal laws in serving students with disabilities, including but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act (ADA), and any other civil rights enforced by the U.S. Department of Education's Office of Civil Rights (OCR). The proposed Charter School shall be solely responsible for its compliance with the aforementioned.

The proposed Charter School anticipates that an MOU will be developed between the proposed Charter School and District, which shall delineate the respective responsibilities of the proposed Charter School and the District with regard to the funding and delivery of special education and related services.

Pursuant to Education Code Section 47641(a), the proposed Charter School reserves the right to become an independent local educational agency (LEA) and join a special education local plan area (SELPA) either on its own or with a grouping of charter school LEAs as a consortium. Accordingly, the proposed Charter School plans to apply to become an LEA member of the El Dorado County Office of Education (EDCOE) SELPA. The El Dorado County Charter SELPA was the first statewide charter-only SELPA. The El Dorado County Charter SELPA is a cooperative model designed to ensure special education programs are available for all students with disabilities. Since 2007, this SELPA has grown from four charter partners, operating 10 charter schools, to include 84 partners, operating 192 charter schools, representing over 85,000 students.

If the proposed Charter School will operate as an LEA of the EDCOE SELPA in accordance with Education Code § 47641(a), the District shall have no responsibility to ensure that the students who attend the proposed Charter School are provided a free appropriate public education. The proposed Charter School will assure that a free appropriate public education shall be provided to all enrolled students. Moreover, students with disabilities will have access to the full range of

programs available to non-disabled students. The proposed Charter School shall comply with SELPA policies and procedures and shall utilize appropriate SELPA forms. The proposed Charter School shall comply with the SELPA Local Master Plan and perform all corrective actions deemed necessary by the SELPA. A change in LEA status or SELPA membership shall not require a material revision of this charter.

If the proposed Charter School operates as a public school of the District, solely for purposes of providing special education and related services under the IDEIA, pursuant to Education Code § 47641(b) and in accordance with Education Code § 47646 and 20 U.S.C. 1413, the District will provide special education services for students enrolled in the proposed Charter School to the extent required by law. Specifically, the District will serve children with disabilities in the same manner as it serves children with disabilities in its other schools and/or provide the proposed Charter School with an equitable share of Federal and State special education funding to support special education instruction or designated instructed and services to students enrolled in the proposed Charter School. The proposed Charter School reserves the right to contract with agencies and vendors outside the District when appropriate to secure special education services, including administrative support services.

Students with disabilities, per Federal law, will be fully integrated into the programs of the proposed Charter School, with the necessary materials, services, and equipment to support their learning. The proposed Charter School will ensure that any student with a disability attending the proposed Charter School is properly identified, assessed and provided with necessary services and supports.

The proposed Charter School will meet the requirements mandated within a student's individual education plan (IEP) and will seek to include all special needs students with their non-disabled peers to the maximum extent appropriate according to the IEP. However, if the student's needs as documented on the IEP, require a program other than inclusion, the proposed Charter School will work with the District and/or SELPA to provide an appropriate placement and services. The proposed Charter School will actively participate in all aspects of the IEP to enable the student to be successful, including additional supports, classroom modifications, strategies, and techniques. The proposed Charter School will make available student's work products for analysis and evaluation of progress and will participate in external IEP reviews, when applicable.

If a parent or faculty member believes the student's educational needs are not being met, a reassessment or a review of the IEP by the IEP team may be requested at any time during the year via written notice to the proposed Charter School. The proposed Charter School will

encourage open communication between the parents and the District and/or SELPA for any items relating to special education services. Students at the proposed Charter School who have IEPs will continue to attend the school, unless the IEP recommends otherwise.

The proposed Charter School will ensure that students with disabilities are identified in accordance with the policies and procedures of the SELPA. In order to comply with Child Find requirements as specified by law, the proposed Charter School will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, Response to Instruction and Intervention, referral, assessment, and IEP review.

Search and Serve

Students will be evaluated to determine proper class placement. Through collaboration between the principal and faculty, the proposed Charter School will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. To better serve struggling learners, the proposed Charter School will utilize the Response to Instruction and Intervention process found at Students Achieving Below Grade Level ([Educationally Disadvantaged Student Populations](#)) section. Students who may be in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack thereof within the general program. Students who do not appropriately respond to Response to Instruction and Intervention may be referred to a formal special education assessment. The proposed Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. More information on Section 504 of the Rehabilitation Act of 1973 is found in the section so named ([Educationally Disadvantaged Student Populations](#)). Parents will be informed that special education and related services are provided at no cost to them.

If a student enrolls at the proposed Charter School with an existing IEP, the proposed Charter School will notify the SELPA within five days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, the proposed Charter School shall work with the SELPA to implement the existing IEP at the proposed Charter School or as otherwise agreed by the parent or guardian.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Although the proposed Charter School's internal method for referral for assessment is the Response to Instruction and Intervention process, the parent of any student suspected of needing or qualifying for special education services may also request a referral for an evaluation. Any such referrals will be responded to in writing by the proposed Charter School within 15 days. The proposed Charter School will notify the SELPA of the assessment request within five days of receipt. Parents will be informed that special education and related services are provided at no cost to them.

If the proposed Charter School, in collaboration with the SELPA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment

The principal will be responsible for gathering pertinent information and sharing such information with the SELPA, where applicable, according to SELPA policies. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided, if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to: individual testing; teacher observations; interviews; review of school records, reports, and work samples; and parent input.

Unless conflicting with SELPA policies and procedures, the proposed Charter School will follow the following assessment guidelines. If a conflict with policies and procedures exists, then the SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance

with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;

- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided, if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. The proposed Charter School, in coordination with the SELPA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every IEP eligible student who is assessed by the proposed Charter School will have an IEP that documents assessment results and eligibility determination for special education services.

The proposed Charter School, in collaboration with the SELPA, will ensure that the aspects of the IEP and school site implementation are maintained. The proposed Charter School will provide modifications and accommodations, as outlined within each individual student's IEP, in the general education environment taught by the general education teacher. Students at the school who have IEPs will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP, will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student, if appropriate;

- The principal or administrative designee;
- A special education teacher;
- A general education teacher who is familiar with the curriculum appropriate to that student;
- A SELPA special education representative; and
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited, as needed. Since the parent is a key stakeholder in these meetings, the proposed Charter School will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter, if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will explore alternate participation methods, such as telephone conferencing.

A copy of the IEP will be given to the parent in accordance with applicable laws and SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by the proposed Charter School, in cooperation with the SELPA in which the proposed Charter School is a member. The IEP will include all required components and be written on the SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments; and
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher believes that the student has demonstrated significant educational growth or a lack of anticipated progress;
- When an Individual Transition Plan (ITP) is required at the appropriate age; and
- When the proposed Charter School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability (see Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses in [Element 10](#)).

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member believes the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the proposed Charter School will have 30 days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document: the method by which the student's progress toward achieving the annual goal(s) is measured; the student's progress during the relevant period; the extent to which it is anticipated the student will achieve the annual goal(s) prior to the next annual review; and if applicable, the reason(s) why the student did not meet the goal(s).

Staffing

The proposed Charter School is committed to ensuring all IEPs are properly implemented and students requiring services are adequately serviced.

The proposed Charter School will seek to employ at least one full-time teacher who in addition to having the proper credentials to teach a general education subject, also possesses a special

education credential. This teacher, along with the principal of the proposed Charter School, will be the primary Charter School representatives tasked with ensuring that the aspects of the IEP, and any possible 504 plans, are properly implemented. All respective teaching staff at the proposed Charter School will ensure that IEPs and 504 plans are properly implemented.

Pending budgetary availability, the proposed Charter School will employ a Special Education Coordinator. That person's duties and responsibilities are further described in [Element 5](#). In the proposed Charter School's initial years, this position may be divided among appropriately credentialed faculty and staff. As indicated earlier, the proposed Charter School may seek related services from the District or SELPA as well as contract with outside service providers, when necessary.

Reporting

The proposed Charter School, in collaboration with the District and/or SELPA, will collect and maintain the following information on disabled students as required by IDEIA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from State assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended in-school and out-of-school, organized by disability and length of suspensions; and
- The basis of exit from the proposed Charter School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

Necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the proposed Charter School principal. The principal or administrative designee will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEIA guidelines. The principal or administrative designee will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP. The proposed Charter School will ensure that the confidentiality of identifiable data be protected at the collection, storage, disclosure, and destruction stages.

Procedural Safeguards

Parents or guardians of students with IEPs at the proposed Charter School must give written consent for the evaluation and placement of the student, be included in the decision-making process when there may be a change in placement or is under consideration, and be invited, along with teachers, to conferences and meetings to develop the student's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the proposed Charter School within five days, after which a meeting between the parent and the proposed Charter School will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will annually provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions. The proposed Charter School will utilize the Notice of Procedural Safeguards used by the District or SELPA in which it is a member.

Dispute Resolution

In the event that a parent or guardian files a request for a due process hearing or request for mediation, the District and proposed Charter School shall work together to defend the case, so long as the proposed Charter School operates as a school of the District for special education purposes. In the event that the District determines that legal representation is needed, the proposed Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

So long as the proposed Charter School operates as a school of the District for special education purposes, the District may initiate a due process hearing or request for mediation with respect to a student enrolled in the proposed Charter School if the District determines such action is legally necessary or advisable. The proposed Charter School agrees to cooperate fully with the District in such a proceeding. So long as the proposed Charter School operates as a school of the District for purposes of special education, the proposed Charter School concedes to the District's sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any proposed Charter School student necessary to protect its rights.

Should the proposed Charter School operate as an LEA in the EDCOE SELPA, the proposed Charter School reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education. Parents or guardians also have the

right to file a complaint with District and/or California State Department of Education if they believe that the school has violated Federal or State laws or regulations governing special education.

Special Education Strategies for Instruction and Services

The proposed Charter School will comply with least restrictive environment by making every attempt to educate special education students along with their non-disabled peers. Offering a comprehensive inclusion program, the proposed Charter School will mainstream all of its students as much as is appropriate according to each individual IEP. The Charter will ensure that students with disabilities either under the Individuals with Disabilities Improvement Act (IDEIA) or Section 504 are included in State assessment programs with appropriate accommodations and modifications, when necessary and appropriate. Since each student's IEP requires different kinds of modifications for instruction and services, the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so. Additional relevant and applicable instructional strategies are discussed throughout the [Educationally Disadvantaged Student Populations](#) section of this petition.

Special Education Professional Development

The principal, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with Federal and State special education laws, including those sponsored by the District or affiliated SELPA. So long as the proposed Charter School operates as a "school of the Authorizer" for special education purposes, the District agrees to allow the proposed Charter School staff to access all Special Education related professional development opportunities that are available to other employees of the District. The proposed Charter School will also seek professional development opportunities for its staff through potential trainings facilitated by the Los Angeles County Office of Education, local colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act of 1973

The proposed Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the proposed Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the proposed Charter School.

A 504 team will be assembled by the principal and shall include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient; and/or
- Tests which were selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the

student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the proposed Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary. All 504 team parents, guardians, teachers, and any other participants in the student's education must have a copy of the student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the substitute reviews the 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least annually to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

H. Curriculum and Instructional Materials

The proposed Charter School is committed to supporting a curriculum with high-level academics and an international focus that will create students who are not only citizens of their own country, but of the world. *Guiding Principles for Dual Language Education*, Second Edition, (Howard et al, 2007) affirms that "Research on effective schools has also shown that successful outcomes result from a program model that is grounded in sound theory and best practices associated with an enriched — not remedial — instructional models."

At the proposed Charter School, students will share the responsibility for their learning. They will develop an increased awareness of their own thinking, including attitudes, habits, and dispositions. Student-initiated learning involving choice, collaboration, and active participation produces higher levels of interest and accomplishment in students. Curricula and instructional materials will be aligned to corresponding adopted standards. Multimedia and primary source texts will be embedded whenever feasible. To enable students to better interface with future technologies, such as computer-based state standardized assessments and workforce software, the proposed Charter School will incorporate the use of technology into the curriculum. Below are additional details organized by discipline.

Literacy

California's Common Core State Standards (CCSS) for English Language Arts, describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college- and career-readiness. The separate set of literacy standards for content courses, Literacy in History/Social Studies, Science, and Technical Subjects, focus on communication, reading and writing skills required for college and career success across key academic content areas. Knowledge and skills are organized

in the following areas: reading (literature), reading (informational text), reading (foundational skills), writing, speaking and listening, and language. The standards focus equally on fiction and nonfiction and support a balance of literacy and informational text. They emphasize text complexity, canonical texts, and text evidence.

While students continue to demonstrate mastery of enabling skills such as reading, writing, and computing, they must also prepare for the additional basics, which include problem solving, critical and creative thinking, decision making, flexibility and adaptability, and the ability to work collaboratively. The intent of the proposed Charter School curriculum is to equip students with the level of literacy needed to participate as informed citizens in a global society, function effectively in the world of work, and realize personal fulfillment. Students not demonstrating mastery will be provided remediation opportunities through activities such as: strategic intervention, push-in, and/or pull-out. A sampling of literacy targets is provided for grade configurations K-2, 3-5, and 6-8.

Primary literacy curricula in both English and the target languages will enable learners to demonstrate phonological awareness and phonemic awareness. Environmental print, sight words, and letter-sound relationships will be used to read text. Learners will demonstrate the ability to decode words using structural analysis. While listening to and discussing a variety of grade-appropriate text, learners will begin to use reading strategies. They will begin to read with fluency and to comprehend text. Learners will compose a variety of text and edit their written work. They will continue to develop writing skills and share their work with others. Learners will begin to formulate and answer research questions and record information. Learners will participate in small and large group discussions with an emphasis on developing listening and speaking skills. Students will also learn about the respective target language related cultures.

Upper elementary literacy curricula in both English and the target languages will enable learners to determine the meaning of unfamiliar words in text using their knowledge of structural analysis. Pupils will expand their vocabulary and knowledge of words through context, word study, and various resources. They will read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. Pupils will generate their own ideas to compose paragraphs using the writing process, with an awareness of audience and purpose. Pupils will revise drafts and then edit for mechanics, word usage, and sentence structure. They will formulate questions, research a topic, and write multi-paragraph papers to inform or persuade. Pupils will also write summaries. Learners formulate a topic, conduct

research, and record information. They will participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills.

Middle school literacy curricula in both English and the target languages enables pupils to continue expanding reading comprehension skills using structural analysis. Pupils will expand their vocabulary and knowledge of words through context, word study, and multimedia resources. They will read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. Learners will use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils will revise drafts and then edit for mechanics, word usage, and sentence structure. They will formulate questions, research a topic, and write multi-paragraph text to inform or persuade. Pupils will also write summaries. Pupils may publish their work. They will participate in and sometimes lead group discussions. Pupils will expand active listening skills and demonstrate public speaking techniques.

Languages other than English (LOTE)

A central tenant of the educational program is that all students develop bilingualism and biliteracy. Accordingly, corresponding standards to be addressed for the target languages include both the Common Core State Standards and World Language Content Standards for California Public Schools. The curricula for Immersion students will focus on deepening and expanding the students' existing knowledge of the target languages of French, German, Italian, or Spanish. The curricula for students entering the Acquisition track in sixth grade will also focus on deepening and expanding the students' knowledge of the target languages, but includes both a conversationally-focused course in addition to the grammar-focused course. This dual-approach design, which is being replicated from the International Studies Charter School in Miami, is intended to accelerate language acquisition in the target language. Students already fluent in another language may enroll into the acquisition track to learn a tertiary language. Such options further demonstrate the core values of diversity and multilingualism.

Target language courses begin with the grammatical groundwork and move through successively more challenging and complex material at each grade level. As students progress in target language studies, model sentences and reading passages gradually increase in length and complexity. Students will be able to enter coursework at levels corresponding with their demonstrated level of proficiency. Special long-range projects will be designed to recognize multiple intelligences in student learning styles and interests. Teachers will use multimedia, computer software, and authentic texts (such as newspapers) to enhance reading and listening

skills. Students will write on a variety of topics, ranging from personal experiences and current events in the lower levels to literary analysis in the upper levels.

The proposed Charter School recognizes the value of opportunities for instruction in other world languages to support student participation in an increasingly global society. As enrollment and student interest in other languages build, the proposed Charter School may offer additional world languages to meet the needs of students and families.

English Language Development (ELD)

California's English language development (ELD) standards are aligned to California's Common Core State Standards for English language arts and address English language and literacy skills English language learners (ELL) need in key content areas. California's English Language Development Standards may fully be integrated within the two-way dual language program design. Moreover, the strategic English intervention regrouping also coincides with the example provided for English learners. Specifically, the ELD standards indicate that "An EL might be in a newcomer program, a structured English immersion program, a mainstream program where ELs receive specialized ELD instruction, a separate ELD class, or a bilingual/dual-language program. The CA ELD Standards apply to all of these settings and are designed to be used by all teachers of academic content and of ELD in all these settings, albeit in ways that are appropriate to the setting and identified student needs. For example, they are the focal standards in settings specifically designed for English language development—such as an ELD class where ELs are grouped by English language proficiency level."

The proficiency level descriptors (PLDs) provide an overview of stages of English language development that English language learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELLs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors are intended to guide teachers to provide ELLs with targeted instruction in English language development as well as differentiated instruction in academic content areas. The PLDs also emphasize that ELLs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English language proficiency level. Within the PLDs, three general levels of support are identified: substantial, moderate, and light. The descriptors for these general levels of support are intended to signal

the extent of linguistic scaffolding most likely needed for implementing the ELD Standards appropriately at each proficiency level. Teachers use specially designed academic instruction in English (SDAIE) methodologies to help ELLs learn grade-level content in the core curriculum.

Mathematics

California’s Common Core State Standards progression from kindergarten to higher mathematics exemplifies the three principles of focus, coherence, and rigor. The first principle, focus, means that instruction should focus deeply on only those concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence arises from mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Finally, rigor requires that conceptual understanding, procedural skill and fluency, and application be approached with equal intensity.

Two types of standards are included: mathematical practice standards (identical for each grade level) and mathematical content standards (different at each grade level). These standards together address both “habits of mind” that students should develop to foster mathematical understanding and expertise and skills and knowledge—what students need to know and demonstrate. The mathematical practice standards describe behaviors that all students will develop in the Common Core Standards. These practices rest on important “processes and proficiencies” including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence. The mathematical content standards were built on progressions of topics across grade levels, informed by both research on children’s cognitive development and by the logical structure of mathematics. A sampling of mathematics learning targets is provided below for grade configurations K-2, 3-5, and 6-8.

In the early childhood mathematics curricula, learners begin to recognize, read, write, and count numbers to twenty and use one-to-one correspondence. An understanding of data develops through collecting, organizing, and recording information using objects and pictures. Basic addition facts through sums to ten and the corresponding subtraction facts are introduced. Learners will use skip counting, begin to identify place value, and develop an understanding of equal parts of a whole. The foundation for algebraic reasoning is built through sorting and patterning. Algebraic reasoning continues to develop as pupils describe, extend, and use patterns

to solve problems. Pupils will represent mathematical situations using numbers, symbols, and words. Measurement concepts include temperature, time to the nearest quarter hour, decimals to show money amounts, and standard units of measurement. Geometric concepts expand as pupils compare and describe two- and three-dimensional geometric figures, identify lines of symmetry, and sort objects by attributes. Data is collected and represented using tallies, tables, pictographs, and bar graphs. Pupils will make predictions using informal concepts of probability.

As learners progress into upper elementary mathematics curricula, they continue developing their understanding of the number system and place value. Pupils will demonstrate immediate recall of addition, subtraction, and multiplication facts and identify, read, and write simple fractions. Measurement concepts include appropriate units of measure to the nearest half unit, money notation, time to the nearest minute, and elapsed time to the nearest half hour. Informal concepts of probability are expanded. Pupils will use estimation as they generate and solve problems. Patterns and relationships are identified, described, and represented numerically and algebraically. Algebraic concepts are expanded to include modeling, explaining, and solving open number sentences. Geometric concepts are expanded to include symmetry, congruence, and coordinate geometry. Measurement is developed as pupils estimate and measure within customary and metric systems, show understanding of perimeter and area, identify equivalent periods of time, and solve problems involving monetary amounts. Spatial sense and geometric concepts are extended as pupils develop an understanding of the relationship between and among two- and three- dimensional figures and represent geometric shapes on a coordinate plane. In data analysis, pupils will design surveys to collect, display, and analyze data to make predictions and draw conclusions.

Through the middle school mathematics curricula, learners continue their development of number theory to include fractions, decimals, percents, prime and composite numbers, factors, and rules of divisibility to solve problems. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event. Pupils will refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations. Pupils will solve linear equations and graphically represent the solution. Measurement skills expand to include how changes in dimensions affect the perimeter, area, and volume. Pupils will begin to evaluate statistical arguments based on accuracy and validity. Pupils will synthesize, generalize, and apply knowledge and strategies to new situations.

Science

Every California Next Generation Science Standard (NGSS) has three dimensions: disciplinary core ideas (DCI), scientific and engineering practices (SEP), and cross-cutting concepts (CCC). The standards contain Performance Expectations (PEs) written in a way that express the concepts and skills to be performed. The categories of DCIs include: life sciences, earth and space sciences, and physical sciences. SEPs and CCCs are designed to be taught in context, integrated with multiple core concepts throughout each year. Engineering is integrated with the science standards through the Engineering Technology Standards (ETS), also called the Engineering Design Standards. Common Core State Standards will be incorporated, as may be appropriate, within science curricula.

Throughout course progression, emphasis is placed on the development of critical thinking skills, as well as, on the role of creativity in scientific thought. Students of all grade levels are responsible for showing grade-appropriate mastery in science skills, such as graphing, coherent data collection, and drawing conclusions from data. Students will learn correct lab procedures and safety and develop sound reasoning and thoughtful questioning as well as, conduct short-term and long-term projects. A sampling of science targets is provided for grade configurations K-2, 3-5, and 6-8.

Early childhood learners will use observations to describe patterns of what plants and animals (including humans) need to survive. They will construct arguments supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. Pupils will ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. They will analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. Learners will make observations to determine the effect of sunlight on Earth's surface. Pupils will read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. They will use observations of the sun, moon, and stars to describe patterns that can be predicted and provide evidence that Earth events can occur quickly or slowly. Learners will plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. Pupils will construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

As learners progress, they will develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. They will construct arguments that some animals form groups that help members survive. Learners will

use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. They will plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. Pupils will define a simple design problem that can be solved by applying scientific ideas about magnets. They will identify evidence from patterns in rock formations and fossils in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time. Students will apply scientific ideas to design, test, and refine a device that converts energy from one form to another. Learners will plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. They will develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. Learners will represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. They will make observations and measurements to identify materials based on their properties. Students will define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Middle school science curricula enables learners to construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. They will develop and use a model to describe how unequal heating and rotation of the earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Learners will plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. Learners will construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. They will analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. Learners will develop models to describe the atomic composition of simple molecules and extended structures. They will define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. Pupils will analyze and interpret data to determine scale properties of objects in the solar system. They will develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. Learners will analyze data from tests to determine similarities and differences among several design solutions

to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Social Sciences

The social sciences curricula will largely be taught in the target languages and is aligned to the History-Social Science Framework for California Public Schools. Social science instruction is critical not only to the future success of the social, economic, and political system but to the immediate and measurable success of student performance on the Common Core State Standards. Accordingly, Common Core State Standards will be incorporated, as may be appropriate, within the social sciences curricula.

The Framework provides guidance for instruction which enables students to understand historical trends and current social, political, economic, and cultural conditions. Students will comprehend ideas central to liberty, responsible citizenship, and representative government and how these elements have evolved into institutions and practices that guide their decision making as future voters and leaders. Knowledge of the history - social science disciplines (history, geography, economics, political science, anthropology, psychology, sociology, and the humanities) is essential in developing individual and social intelligence; preparing students for responsible citizenship; comprehending global interrelationships; and understanding the vital connections among past, present, and future.

The goals of the Framework are organized into three broad categories: 1) knowledge and cultural understanding which incorporates learnings from history and the other humanities, geography, and the social sciences; 2) democratic understanding and civic values, incorporates an understanding of our national identity, constitutional heritage, civic values, and rights and responsibilities; and 3) skills attainment and social participation, which include basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship. Each of these goal categories further develops into basic learnings serving as curriculum strands. A sampling of these strands include:

- **Historical Literacy.** Developing research skills and a sense of historical empathy, understanding the meaning of time and chronology, analyzing cause and effect, understanding the reasons for continuity and change, recognizing history as common memory, with political implications, understanding the importance of religion, philosophy and other major belief systems.

- **Ethical Literacy.** Recognizing the sanctity of life and dignity of individual; understanding the ways in which different societies have tried to resolve ethical issues; understanding the ideas that people profess affect their behaviors.
- **Cultural Literacy.** Understanding the rich, complex nature of a given culture, recognizing relationships among the various parts of a nation's cultural life; learning about the myths, legends, values of people; recognizing that literature and art shape and reflect the inner life of a people; taking pride in their own cultural heritages and developing a multicultural perspective that respects the dignity and worth of all people.
- **Geographic Literacy.** Developing an awareness of place; developing location skills and understanding; understanding human and environmental interaction; understanding human movement; understanding world regions and their historical, cultural, economic, and political characteristics.
- **Economic Literacy.** Understanding the basic economic problems confronting all societies; understanding comparative economic systems; understanding the basic economic goals; performances and problems of our society; understanding the international economic system.
- **Socio-Political Literacy.** Understanding the close relationship between social and political systems; understanding the close relations between society and the law; understanding comparative political systems.

Social sciences curricula will be presented in sequential grade appropriate themes which include: Learning and Working Now and Long Ago; A Child's Place in Time and Space; People Who Make a Difference; Continuity and Change; California: A Changing State, United States History and Geography: Making a New Nation; World History and Geography: Ancient Civilizations; World History and Geography: Medieval and Early Modern Times; United States History and Geography: Growth and Conflict.

Physical Education and Health Education

The California Physical Education Model Content Standards will guide the physical education program. In the elementary grades, the content standards emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed. In middle school, the content standards emphasize working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems.

The five overarching physical education model content standards for elementary and middle school students are as follows: 1) Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities; 2) Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities; 3) Students assess and maintain a level of physical fitness to improve health and performance; 4) Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance; and 5) Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Health Education Content Standards will guide those respective studies. Four essential characteristics of health-literate individuals are woven throughout the health education standards. These include: 1) critical thinkers and problem solvers when confronting health problems and issues; 2) self-directed learners who have the competence to use basic health information and services in health-enhancing ways; 3) effective communicators who organize and convey beliefs, ideas, and information about health issues; and 4) responsible and productive citizens who help ensure that their community is kept healthy, safe, and secure.

The eight overarching health content standards to be addressed are: 1) Essential Health Concepts; 2) Analyzing Health Influences; 3) Accessing Valid Health Information; 4) Interpersonal Communication; 5) Decision Making; 6) Goal Setting; 7) Practicing Health-Enhancing Behaviors; and 8) Health Promotion.

Visual and Performing Arts

Aligned to the Visual and Performing Arts Content Standards for California Public Schools, courses in the arts ground students in the rigor, detail, and focus of art in various forms, such as visual arts, dance, music, or theater. Although art will be integrated and infused throughout the curricula, when appropriate, the proposed Charter School believes in the integrity of each of the art forms. Each discipline also provides rich and complex points of view on the world and human experience. Each offers analytical and theoretical perspectives, a distinct history, varied interpretations, as well as, innumerable connections to all human activity. Therefore, the curriculum focuses on comprehensive, sequential learning across the four arts disciplines, each including its own skills, knowledge, and techniques. Instruction in the arts occurs through a hands-on orientation. Accordingly, students should be continually involved in the work, practice, and study required for effective and creative engagement in all disciplines.

Student and parent interest, school budget, and school facilities will be integral considerations when determining which art programs will be offered at the the middle school level. Such courses may be also presented in an exploratory wheel format and include: visual arts such as painting, drawing, film making, set design, sculpture, and ceramics; music such as instrumental, digital, choral, composition, music theory, and orchestra; theatre such as: acting, improvisation, direction, production, set design, and costume design; and dance such as: folklorico, jazz, flamenco, ballet, tap, hip hop, choreography, and drill.

Design

Design and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. Design courses may include coding, CAD, digital design, website development, engineering, and architecture. Design: challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the core of design. Design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyze problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In design, a solution can be a model, prototype, product or system independently created and developed by students. Design enables students to develop not only practical skills but also strategies for creative and critical thinking.

The aims of design encourage and enable students to: enjoy the design process, and develop an appreciation of its elegance and power; develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle; use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems; develop an appreciation of the impact of design innovations for life, global society and environments; appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts; develop respect for others' viewpoints and appreciate alternative solutions to problems; and act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

Student and parent interest, school budget, and school facilities will be integral considerations when determining which design programs will be offered at the the middle school level.

Advisory

Advisory is a middle school course which provides opportunities to teach non-standards-based concepts which are fundamental to a learner's holistic growth. Students help one another to understand, internalize, and practice the proposed Charter School's core values. Emphasis will be placed on global responsibility and tolerance. Activities include writing, character education, goals, peer tutoring, discussions of school issues and current events, and helping or expressing appreciation for particular groups within the school. Students will have leadership and service opportunities. As the proposed Charter School aims to become a spirited and caring family for its stakeholders, advisory enables students to get to know each other as they talk through issues and plan service projects. Students will also practice goal setting and monitor progress thereof. The learner attributes sought to be developed are consistent with those identified in the IB learner profile.

Anticipated course offerings within the middle school are further detailed below:

The above table provides an example of the proposed course progression for middle school. As you can see from the shaded sections, these clusters are cored, as per state requirements. Teacher two, five, and seven include English Language Development, as well as reading and math intervention classes in their schedules. As not every student enrolled will need to take these courses, the number of teachers scheduled to teach these classes is reduced.

Instructional Materials

The proposed Charter School will incorporate instructional materials already identified and in use at Benjamin Franklin Elementary School and International Studies Charter School. Although certain texts and published curricular materials are essential as guiding resources in core courses, the proposed Charter School's educators will be given the support and freedom to bring additional resources into the classroom in order to provide curriculum that is appropriate in meeting diverse student needs.

The principal will lead a regular faculty review of instructional materials to determine which resources best meet the needs of the students in the implementation of the educational program. Such review may identify alternative instructional materials, such as those published by Santillana USA which are Common Core aligned and were developed for use in Spanish dual language programs. Additional curricula may be identified by each of the core departments after a lengthy study and analysis. All materials that will be considered primary resources must be able to be aligned to the applicable standards. Materials must also be compatible with the school's emphasis on: active learning strategies in a two-way dual immersion program and block schedule; problem-based learning; cognitive science research that proves the curriculum and its recommended pedagogical methods develop conceptual and in-depth understanding; and multiple assessments, including projects.

A sampling of the instructional materials already in use by the model schools include:

French – Kindergarten

Core Books

Découvrir le monde avec les mathématiques GS [Discovering The World With Mathematics For Kindergarten, Teacher Manual], D.Valentin, Hatier, 2005.

Mon cahier Maternelle, Grande Section, Tout le programme 5-6 ans [My Kindergarten Practice Book, Kinder, The Entire Program 5-6 years old], Kerstin Hache- Thibon, Fernand Nathan, 2013.

Supplemental Books

Phono Grande Section maternelle et début du CP: Développer les compétences phonologiques, Sylvie Cèbe, Jean-Louis Paour, Hatier, 2004.

Imagier maternelle et CP: 240 cartes à découper, Roland Goigoux, Sylvie Cèbe, Jean-Louis Paour, Hatier, 2004.

Mes premières lettres minuscules sur une ardoise, Virginie Chiodo, Bordas, 2011.

Mes premières lettres majuscules bâton sur une ardoise, dès 4 ans, Virginie Chiodo, Bordas, 2011.

German – Second Grade

Core Books

Frohes Lernen Lesebuch zur Fibel [Happy learning storybook for the reader]. Klett.

Frohes Lernen Fibel [Happy learning reader]. Klett.

Kunterbunt Lesebuch [A colorful (motley) storybook] Klett.

Kunterbunt Sprachbuch [A colorful (motley) language reader]. Klett.

Das ABC-Haus [The ABC House]. Klett.

Lies mal 4+5+6 [Read!]. Jandorf

Supplemental Books

Das neue Deutschmobil 1 Lehrbuch 1. Lehrwerk für Kinder Mit Audio CD. Klett.

Das neue Deutschbuch für Kinder Arbeitsbuch 1. Klett.

Das neue Deutschmobil Testheft 1. Klett.

Das neue Deutschmobil Wörterheft 1. Klett.

Lehrerhandbuch zu Deutschmobil 1. Klett.

Translated version of 'How Bread is Made.' The Sunshine reading series ('Wie Brot hergestellt wird').

Translated version of 'Anansi and the Talking Melon.' Holiday House Publishers ('Anansi und der sprechende Kuerbis').

Translated version of 'Anansi and the Magic Stick.' Holiday House Publishers ('Anansi und der magische Stecken').

Translated version of 'Anansi and the Moss-Covered Rock.' Holiday House Publishers ('Anansi und der moosbedeckte Stein').

Translated version of 'Anansi goes fishing.' Holiday House Publishers ('Anansi geht fischen').

Translated version of 'Anansi Party Time.' Holiday House Publishers ('Anansi Party-Zeit').

Spanish – Third Grade

Core Books

California Tesoros de lectura: Book 1 and Book 2, Macmillan/McGraw-Hill, 2010.

Vistas de California: Comunidades de California, Macmillan/McGraw-Hill, 2007.

Matematicas diarias, The University of Chicago Mathematics Project, The Wright Group/McGraw-Hill, 2008.

Libro de consulta del estudiante: (Workbook) Volume 1 & 2. The University of Chicago Mathematics Project, The Wright Group/McGraw-Hill, 2008.

California Ciencias, Macmillan/McGraw-Hill, 2008.

Italian – Fourth Grade

Core Books

Nel Giardino delle Storie 4 [The Garden of the Stories 4: Reading, Writing and Expressive Language Skills]. M. C. Peccianti. Giunti Scuola: 2009.

Il Libro delle Abilità 4: Scrittura, Ascolto e Parlato [The Book of Writing, Listening and Speaking Skills 4]. M. C. Peccianti. Giunti Scuola: 2009 (exercise book for 'Nel Giardino delle Storie 4')

Gramma 4: Ortografia, Morfologia, Sintassi [Grammar 4: Orthography, Morphology, Syntax]. Costa Doniselli, Taino La Spiga

Nel Giardino dei Saperi 4 [The Garden of Knowledge 4]. A. Valentini et al. Giunti Scuola: 2009.

Nel Giardino dei Saperi. Libro degli Esercizi 4 [The Garden of Knowledge. Exercise Book 4]. Giunti Scuola: 2009.

Nel Giardino Riflessione sulla Lingua 4-5 [The Garden. Reflections on the Italian Language 4-5]. M.C. Peccianti. Giunti Scuola.

Nel Giardino 4/5: Laboratori Espressivi [The Garden 4-5. Writing Laboratory]. T. Porcella. Giunti Scuola: 2009.

Il Mio Primo Dizionario. Nuovo MIOT [My First Dictionary: New Edition]. Giunti Junior: 2010.

Supplemental Books

Castelli in Aria: Lingua e Linguaggi 4. M. Puggioni. D. Branda. C. Binelli. Gunti del Borgo: 2009 (alternative core book series).

Castelli in Aria: Laboratorio di Scrittura 4-5. M. Puggioni. D. Branda. C. Binelli. Gunti del Borgo: 2011.

Castelli in Aria: Riflessione Linguistica 4-5. M. Puggioni. D. Branda. C. Binelli. Gunti del Borgo: 2009.

Il Nuovo Tutto Esercizi Italiano 4. Giunti Scuola: 2005.

Io, Tu e Più 2-3: Il libro delle Stagioni e delle Feste. Arte Musica Movimento Creatività. L. Valdiserra, Giunti Scuola: 2008.

Mate 4. E. Costa, L. Doniselli, A. Taino. La Spiga: 2009.

Mate Amica 4: Libroquaderno. La Spiga: 2009.

Pianeta Scrittura 4. F. Carrera. Modern School (La Spiga): 2003 (più come assessment per gli insegnanti).

Noi Cittadini del Mondo: Cittadinanza e Costituzione 4/5. L. Valdiserra. Giunti Scuola: 2009.

Guida Giunti Scuola. Italiano 4 [Giunti School Instructor's Guide for Italian Language Arts 4]. E. Bernacchi. Giunti Scuola: 2009 (guida per l'insegnante).

I. Transferability of Courses and Parent Notification

Middle school students completing high school coursework, such as Algebra 1, will be able to transfer such courses for high school credit. The proposed Charter School will consult on a regular basis with stakeholders regarding the school's educational program. Parents and students will receive information regarding middle school courses at activities such as: articulation, parent meetings during scheduling for each semester, and at the beginning of each school year. Course lists will be available to parents and students throughout the school year and will be available in the target languages.

J. Teacher Professional Development

A growing body of research indicates that teacher expertise is the most important factor in student achievement (*What Matters Most: Teaching for America's Future*). "Even after controlling for prior achievement, student demographics, and geographic location, teacher quality at the school level is associated with student achievement (Fuller, 2010)." Since "the single largest factor in improving the educational outcome of a student is the effectiveness of that student's teacher....the priority in a school should be to create a culture of effective teachers (Wong, 2010)." These studies have no doubt influenced corresponding national policymaking. *The Effective Teaching and Leading Act*, introduced in 2013, finds that "teacher quality is the single most important in-school factor influencing student learning and achievement (US Senate Bill 1063)." Research also indicates that the one of the greatest factors a central office, or in this particular case the proposed Charter School's Governing Board, can contribute (to the success of an instructional program) is to maintain a singular focus on improving instruction (Marzano and Waters, 2009). This emphasis on quality professional development will enable the proposed Charter School to focus on providing quality instruction and improving upon it.

The proposed Charter School will promote, support and cultivate the preparation and competence of teachers through ongoing high-quality professional development. The proposed Charter School expects teachers to be inspired, motivated, and knowledgeable in both curriculum

and methodology. In accordance with the proposed Charter School's mission, teachers will be expected to know their students in depth and to be able to analyze and utilize student data to design, plan and execute rigorous, standards-based long-range plans, as well as daily lessons to meet individual student needs in both the target and English language, as may be applicable.

Professional development is key to the success of faculty and staff. The proposed Charter School's principal will survey the faculty and conduct a needs assessment to determine which professional development activities are needed. These survey results will guide the professional development scheduling and triage which training(s) will take priority.

Professional development will include activities related to the school's mission, educational philosophy, multicultural and culturally relevant curriculum, language acquisition and integration strategies, as well as 21st century skills. Teachers and staff will have formal and informal opportunities to provide feedback on the effectiveness of their professional development activities. The feedback instruments utilized will seek to determine if the needs of the participants were fulfilled and yielded meaningful growth and development. This information in conjunction with the aforementioned self-identified needs will guide the framework for subsequent professional development. Activities which are consistently identified by faculty to strengthen the school's mission and educational philosophy will be refined and repeated.

Coaching

Onsite coaching will be provided for teachers in instructional strategies including those for minority student populations classified as socioeconomically disadvantaged, at-risk, special education, and English language learners. Professional development on how to differentiate instruction will include: teacher modeling, scaffolding, questioning, group practice, peer teaching, integration, practice and review. Positive behavioral intervention and supports (PBIS) professional development will be ongoing to ensure that the behavioral philosophy of the school is effectively implemented. The depth and frequency of the training or coaching will depend on formal observations and the teacher's prior experience or lack thereof. In addition, training on effective assessment practices; Common Core State Standards, Next Generation Science Standards, and California State Standards; development of pacing guides and instructional focus calendars; Common Board Configuration; data disaggregation/analysis; and first aid/CPR will be offered. Safety trainings, such as bloodborne pathogens and workplace harassment, will be offered to respectively meet Occupational Safety and Health Administration (29 CFR [1910.1030\(g\)\(2\)](#)) and California's Department of Fair Housing and Employment guidelines. Child abuse mandated reporting training consistent with the Child Abuse and Neglect Reporting Act

(CANRA) will be provided via www.mandatedreporter.ca.com. Selected staff will be able to participate in Crisis Prevention Institute (CPI) or similar nonviolent crisis intervention trained.

Common Planning and Professional Learning Communities

The master schedule will be designed to allow for common planning in order to facilitate ongoing professional development through professional learning communities (PLCs) throughout the year. The school's administration will lead the regular onsite professional development of the faculty and staff and coordinate departmental and other meetings. School leadership will also provide professional support to faculty such as meeting: with teachers for small-group professional development; grade level and/or departments meet with each other and the administrative team to coordinate integrated instructional activities, disaggregate data, discuss student needs, and share effective practices.

To further promote a collaborative culture among teachers and facilitate ongoing professional growth, teachers will be given opportunities throughout the year to observe the instructional practices of their colleagues. Professional learning communities may take years to effectively develop. Thus, allocated monthly planning time will foster professional learning communities (PLCs) which enables educators to join forces to promote ongoing growth and development (Barton & Stepanek, 2012). Vescio, Ross, & Adams (as cited in Barton & Stepanek), further indicate that for PLCs to be most effective "[they] must be able to articulate their outcomes in terms of data that indicate changed teaching practices and improved student learning." Accordingly, this planning time will also be utilized to progress monitor data and brainstorm Response-to-Intervention (RtI²) strategies. This deliberate effort to review data to improve and exploit effective instructional practices will reduce opportunities for any achievement gap disparities.

Mentorship and Offsite Professional Development

Mentorship opportunities will be provided for new teachers. School-wide professional development will occur on site on designated professional development days. Teachers will be encouraged to seek out other professional development opportunities based upon school-based and self-identified needs. Through its affiliation agreement, International Studies Charter (Florida) will also provide professional development opportunities. As funds may be available, grade level lead teachers and other lead staff will be provided with opportunities to attend off-site professional conferences. Attendees of offsite conferences will autonomously select the workshops of particular interest to them based on their identified professional development needs.

Summer Institute and Professional Growth Plans

The school's onsite professional development will begin with a five-day summer institute in the preceding week before each school year begins. The administrative team will facilitate the training. Additional trainers may be brought in for specialized topics such as special education, SDAIE strategies, CPR, and the incorporation of technology.

At the beginning of the school year, teachers will meet with school administration to conduct a self-assessment of their own needs in order to create their own professional growth plan. This individualized teacher plan, approved by the administration, incorporates goals aligned to school-wide, grade-level and individual student achievement data to plan an appropriate professional development program that enhances teacher competence and instructional practice.

An outline of the professional development plan for the first year may include topics such as:

- New teacher orientation: collaboration, PLCs, ISLA's vision and mission and other relevant charter components, building school culture, language development strategies;
- Safety Protocols: emergency response, school wide rules, mandated reporting, PBIS;
- Regulatory training: child abuse, blood borne pathogens, first aid and CPR Training, relevant school plans, California Standards for the Teaching Profession, state priorities;
- Support: Response to Instruction and Intervention (RtI²), SPED compliance (accommodations and modifications);
- Effective Instruction: lesson planning, supporting English language learners: ELD and Specifically Designed Academic Instruction in English (SDAIE) strategies, technology integration, content area specific professional learning communities; and
- Discipline Guidelines: promoting student engagement and a positive learning environment through appropriate classroom management

K. Local Control and Accountability Plan (LCAP)

The proposed Charter School will comply with the requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, and for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). These priorities are as follows:

- Quality Teachers, Curriculum, and Facilities (Basic Services);

- Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups;
- Parental Involvement;
- Student Achievement;
- Student Engagement;
- School Climate;
- Course Access and Enrollment; and
- Student Outcomes.

Furthermore, the proposed Charter School acknowledges and agrees that it will comply with applicable laws and regulations related to AB 97 (Local Control Funding Formula). Beginning in fiscal year 2017-18, and in accordance with California Education Code §§ 47604.33 and 47606.5, the proposed Charter School will comply with the elements of the Local Control Accountability Plan (as further described in Element 2) pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals, and corresponding assessments throughout the duration of the charter. The proposed Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to California Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as may be changed from time to time. The proposed Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to GUSD and the Los Angeles County Superintendent of Schools on or before July 1 of each year.

The proposed Charter School shall comply with the requirements of California Education Code § 47606.5, including but not limited to the requirement that the proposed Charter School “shall update the goals and annual actions to achieve those goals identified in the charter.” Moreover, the proposed Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” The goals aligned to the eight state priorities are found in the next Element.

Element 2: Measurable Pupil Outcomes

Governing Law: *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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code § 47605(b)(5)(B).*

The measurable student outcomes for the proposed Charter School are designed to reflect a dedication to educate students so that they can flexibly apply the skills and information they have learned in school to a variety of settings for the purpose of making the world a better place. Student outcomes are measured according to applicable adopted standards, the proposed Charter School's definition of an educated person in the 21st century, and the proposed Charter School's mission. Students will demonstrate progress toward meeting and exceeding these learning goals through their performances on a variety of assessments. Through high academic expectations, an optimal learning environment, and the use of assessments to drive and inform instruction, students will acquire the skills needed for higher education and will acquire the skills to be thoughtful and altruistic members of society in the 21st century.

A. Measurable Goals of the Educational Program

While the proposed Charter School's educational program does not focus on standardized testing, the proposed Charter School students will take applicable statewide standardized tests, as comprised within the California Assessment of Student Performance and Progress (CAASPP) administration; the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC), once available; and the Physical Fitness Testing (PFT). Other standardized assessments to measure student growth may include: AIMSweb Curriculum-Based Measurement, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP), or Renaissance Learning's STAR assessments. Instruments to measure student growth in the target languages may include: Aprenda 3, Duolingo, Early Language Listening and Oral Proficiency Assessment (ELLOPA), Foreign Language Oral Skills Evaluation Matrix (FLOSEM), French Heritage Language Program (FHLP) diagnostic assessments, National Online Early Language Learning

Assessment (NOELLA), Rosetta Stone, Spanish Assessment of Basic Education (SABE), Spanish Heritage Language (SHL), Standards-based Measurement of Proficiency (STAMP), and Student Oral Proficiency Assessment (SOPA). The proposed Charter School will also develop internal standards-aligned benchmark diagnostic assessments at all grade levels. Faculty and staff will utilize test results to determine students' academic needs, and will create learning plans to address these needs in order to reach instructional goals. The Governing Board and school leaders will analyze test results from the perspective of teacher education. Gaps in student knowledge will become the focus of action research in the classroom and appropriate teacher professional development experiences will be chosen if school leadership deems it necessary. As a result of these efforts, it is anticipated that achievement scores will rise gradually throughout the first five years of the charter.

The proposed Charter School has clearly defined school wide outcome goals in compliance with California Education Code §§ 47605(b)(5)(B) and 52060(d) as described in the charts below. The proposed Charter School will pursue schoolwide and subgroup outcome goals. These goals will be measured by varied instruments, as previously discussed, that are standards-aligned and reflect applicable state priorities detailed in California Education Code § 52060(d). For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as set forth in Education Code §52052 for the purposes of identifying actions and services for subgroups within the LCAP, and for the purposes of measuring API performance: "(i) The subgroup consists of at least 50 pupils each of whom has a valid test score and (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores."

Measurable student outcomes will correlate to Common Core and California Content standards, as measured by statewide, standardized assessments, and teacher developed instruments. Formative assessments will take the form of in-class work (such as investigations) and homework assignments. Summative assessments will take the form of unit quizzes and tests. These assessments are standard throughout the educational program and are not described in the charts below.

Conditions of Learning

The charts below delineate the proposed Charter School's schoolwide and subgroup specific annual actions and expected measurable outcomes aligned to the eight state priorities. As the State revises standardized assessment tools (e.g., SBAC, CELDT/ELPAC, Next Generation Science Standards-aligned assessment) and new school performance measures (e.g., API), the proposed

Charter School will update its plans and goals accordingly. The charts below demonstrate the manner in which the proposed Charter School intends to align annual performance goals to the state priorities. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined in Education Code § 47607. Actions intended to ensure that the proposed Charter School meets these goals and targets are also detailed throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.)

CHART 1 - Teacher Assignments and Credentialing

CONDITIONS OF LEARNING: TEACHER ASSIGNMENTS AND CREDENTIALING <i>Teachers will be appropriately assigned, and fully credentialed in the subject areas for their assignment, including EL authorization. Education Code § 44258.9.</i>					Related State Priorities: X 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
					Local Priorities: <input type="checkbox"/> : _____ <input type="checkbox"/> : _____
SPECIFIC ANNUAL ACTIONS					
-The hiring process will include thorough review of teacher qualifications, screening for a valid California Teaching Credential, as well as a <i>Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate and/or Cross-cultural, Language and Academic Development (CLAD) Authorization</i> relevant to the assignment. -Quarterly reviews of credential status will be held to check for upcoming expirations. -Annual evaluations and informal reviews will be administered and areas for growth will be identified.					
EXPECTED ANNUAL MEASURABLE OUTCOMES					
Applicable Student Groups	2016-2017 (Baseline)	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide) English Language Learners Special Education	100% of teachers will hold appropriate credential for their assignment.	Strive to maintain baseline.			
All Students (Schoolwide)	100% of teacher evaluations, using the California Standards for the Teaching Profession (CSTP) to monitor teacher effectiveness will be conducted and areas of growth will be identified.	Strive to maintain baseline. Minimum of one informal and one formal evaluation per year will be held.	Strive to maintain baseline. Minimum of one informal and one formal evaluation per year will be held.	Strive to maintain baseline. Minimum of one informal and one formal evaluation per year will be held.	Strive to maintain baseline. Minimum of one informal and one formal evaluation per year will be held.

CHART 2 - Standards Aligned Instructional Materials

CONDITIONS OF LEARNING: STANDARDS ALIGNED INSTRUCTIONAL MATERIALS <i>Every student will have access to standards-aligned instructional materials, including English Learners, to master the Common Core State Standards appropriate to their respective coursework.</i> <i>Education Code § 17002(d).</i>						Related State Priorities: X1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
SPECIFIC ANNUAL ACTIONS -Annual planning and purchasing oversight will ensure adequate funding for instructional materials. -Curriculum materials will be inventoried and reviewed for alignment with Common Core and California Content standards. -Conduct ongoing review of standards-based curriculum and academic achievement data in order to improve and refine comprehensive and consistent delivery of high quality standards-based program for all students including, ELLs, socioeconomically disadvantaged students, and foster youth. -Set baseline performance targets annually, monitor student progress, including subgroup monitoring. -Faculty will participate in professional development on Common Core implementation strategies for addressing the needs of socioeconomically disadvantaged students and SDAIE strategies for EL students, with a focus on critical thinking, problem-solving, and real-world applications. -Implement personalized intervention strategies and programs, including Response to Intervention (RTI), to meet the individual needs of students.						
EXPECTED ANNUAL MEASURABLE OUTCOMES/METRICS AND METHODS FOR MEASURING						
Applicable Student Groups	Baseline (2016-2017)	2017-2018	2018-2019	2019-2020	2020-2021	
All Students (Schoolwide)	The school will provide 100% of students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program.	Maintain baseline.	Maintain baseline.	Maintain baseline.	Maintain baseline.	
All Students (Schoolwide)	Teachers will receive training and support specific to the alignment and implementation curriculum to common core state standards.	100% will receive training.				
English Learners; Socioeconomically Disadvantaged	Teachers will receive ongoing professional development on SDAIE strategies to ensure ELL access to the content, and will also be trained in strategies addressing the needs of socioeconomically disadvantaged students.	100% will receive training.				
All Students (Schoolwide); English Learners	The School Site Council and Governing Board will review annual curriculum planning, purchases, and inventory of instructional materials needed to maintain sufficient materials and ensure alignment to state standards.	Annual planning and inventory will occur.				

CHART 3 - Facilities

CONDITIONS OF LEARNING: FACILITIES School facilities will be kept in good repair. <i>Education Code § 60119.</i>					Related State Priorities: X 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
					Local Priorities: <input type="checkbox"/> : _____ <input type="checkbox"/> : _____
SPECIFIC ANNUAL ACTIONS					
-Adequate personnel will be hired to ensure the facility is cleaned daily and maintained appropriately. -Annual planning by a variety of stakeholders, including Administration, School Site Council, and Governing Board, will ensure adequate funding for facilities maintenance and improvement projects. -A system of regular facility inspections will occur to screen for safety compliance. -Facilities and maintenance requests will be addressed timely. -The Annual Climate Survey will be administered and will call for stakeholder input regarding facilities.					
EXPECTED ANNUAL MEASURABLE OUTCOMES					
Applicable Student Groups	Baseline (2016-2017)	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Percentage of positive answers to questions regarding school facility in Annual Climate Survey will yield 70% positive answers.	Baseline +2%	Baseline +5%	Baseline +6%	Baseline +7%
All Students (Schoolwide)	100% compliance in systematic school facilities safety compliance checks.	Strive to maintain baseline.			
All Students (Schoolwide)	Regular oversight review from Administration, School Site Council, and Governing Board of facilities maintenance, spending and improvement projects.	Strive to maintain baseline.			

CHART 4 - Implementation of Academic Content and Performance Standards for ELL

<p>CONDITIONS OF LEARNING: IMPLEMENTATION OF ACADEMIC CONTENT AND PERFORMANCE STANDARDS, ENSURING ENGLISH LEARNERS TO GAIN CONTENT KNOWLEDGE AND ENGLISH LANGUAGE PROFICIENCY <i>Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English Learners to access the common core academic content standards adopted pursuant to Education Code § 60605.8 and the English language development standards adopted pursuant to former EC § 60811.3, as that section read on June 30, 2013, or EC § 60811.4, for purposes of gaining academic content knowledge and English language proficiency.</i></p>		<p>Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p> <p>Local Priorities: x: Target Language Proficiency</p>			
<p>PUPIL OUTCOMES: STUDENT ACHIEVEMENT <i>Pupil achievement, as measured by all of the following, as applicable:</i> - Measured Progress and Performance on statewide assessment (such as SBAC, as available) - The Academic Performance Index (API) (as available) - Percentage of ELLs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) - EL reclassification rate.</p>					
SPECIFIC ANNUAL ACTIONS					
<p><u>Conduct Assessments & Data Analysis:</u> -Administer formative and summative ELA/literacy, target language, math, science, and social science assessments and analyze data by subgroup. -Adhere to systematic collection of the home language survey and implementation of the ELL diagnostic. -Administer CELDT/ELPAC annually to all ELL Students, analyze data, and design a master schedule that supports interventions. - Administration and designated faculty will regularly communicate with ELL students and provide guidance on reclassification requirements and help students set goals for reclassification. -RFEP students will be progress monitored, and interventions will be provided as necessary.</p> <p><u>Implement Interventions</u> -The master schedule will promote English and target language proficiency for all students, to ensure all students achieve proficiency in the common core academic content. In addition to the curriculum and standards-aligned texts, English Learners other struggling learners will be provided with reading intervention to help students achieve rapid improvement in literacy skills and advance their reading ability to grade level proficiency. All ELL students will access CCSS aligned curriculum, taught by teachers who have ELL certification and will receive intentional instruction for ELL Learners throughout their classes that incorporates SDAIE strategies.</p> <p><u>Professional Development</u> - Provide professional development onsite and offsite to ensure knowledge of and applications of standards and ensure standards are implemented in the classroom. Onsite professional development will also incorporate strategies for addressing the needs of socioeconomically disadvantaged students and English Learner students. -Ongoing professional development on standards-based instruction (including CCSS, Next Generation Science Standards, and CA Social Studies) for all teachers, with emphasis on how to make CCSS accessible to ELL students for all teachers will occur. -Creation of CCSS-aligned writing rubrics for use across the curriculum. -Administrative staff will conduct walkthroughs, evaluations using the CSTP rubric, and will set professional goals with teachers.</p>					
EXPECTED ANNUAL MEASURABLE OUTCOMES					
Applicable Student Groups	Baseline (2016-2017)	2017-2018	2018-2019	2019-2020	2020-2021
All Students, All Subgroups	Administer CAASPP (SBAC), CELDT/ELPAC, and other assessments. Analyze data for all first year enrolled students. Develop plans for increased proficiency in target language and core subject areas. Student performance on CAASPP Statewide Assessments in ELA, Math, and Science will meet or exceed the proficiency scores at comparable schools for students enrolled in the school program for 3 years or more.	1 st Yr. Enrolled Students: Establish Baseline. 2 nd Year Enrolled Students: Baseline + growth	1 st Yr. Enrolled Students: Establish Baseline. 2 nd Year Enrolled Students: Baseline + growth 3 rd Year Enrolled Students: meet or exceed similar school's proficiency rate, and increase individual student growth.	1 st Yr. Enrolled Students: Establish Baseline. 2 nd Year Enrolled Students: Baseline + growth 3 rd Year+ Enrolled Students: meet or exceed similar school's proficiency rate, and increase individual student growth.	1 st Yr. Enrolled Students: Establish Baseline. 2 nd Year Enrolled Students: Baseline + growth 3 rd Year+ Enrolled Students: meet or exceed similar school's proficiency rate, and increase individual student growth.

English Learners	The master schedule will allow for ELL Students and other students not proficient in English and target language receive strategic grouping push in and pull out interventions. Students will advance in proficiency.	Growth will occur, and proficiency will be achieved by third year of enrolled in school.	Growth will occur, and proficiency will be achieved by third year enrolled in school.	Growth will occur, and proficiency will be achieved by third year enrolled in school.	Growth will occur, and proficiency will be achieved by third year enrolled in school.
English Learners	ELL students will advance at least one performance level per CELDT/ELPAC each academic year and will reclassify at a rate that meets or exceeds	ELL students will advance at least one level per CELDT/ ELPAC each academic year and will reclassify at a rate that meets or exceeds	ELL students will advance at least one level per CELDT/ ELPAC each academic year and will reclassify at a rate that meets	ELL students will advance at least one level per CELDT/ ELPAC each academic year and will reclassify at a rate that meets or exceeds comparable school reclassification	ELL students will advance at least one level per CELDT/ ELPAC each academic year and will reclassify at a rate that meets
	comparable school reclassification rates by the third year of enrollment* *Due to the high amount of instruction time in the target language during the early grades, it is expected that students' English proficiency may lag behind their non-immersion peers. Therefore, lower goals have been set to account for this delay for those first few years, but eventually students will outperform their non-immersion peers, as compared to similar schools, for students who are in the program for 3 or more years.	comparable school reclassification rates by the third year enrolled.	or exceeds comparable school reclassification rates by the third year enrolled.	rates by the third year enrolled.	or exceeds comparable school reclassification rates by the third year enrolled.
All Students, All Subgroups	SBAC participation rate will be at 95% or above.	95% or greater.	95% or greater.	95% or greater.	95% or greater.

<p>All Students All Subgroups</p>	<p>1st Year enrolled students -Establish baseline API performance. Develop growth plans to meet API targets.</p>	<p>1st Year enrolled students -Establish baseline API performance. Develop growth plans to meet API targets.</p> <p>2nd Year enrolled students: show growth toward API targets.</p>	<p>1st Year enrolled students -Establish baseline API performance. Develop growth plans to meet API targets.</p> <p>2nd Year enrolled students: show growth toward API targets.</p> <p>3rd Year enrolled students:will meet or exceed the state growth targets, schoolwide and for statistically significant subgroups.</p>	<p>1st Year enrolled students -Establish baseline API performance. Develop growth plans to meet API targets.</p> <p>2nd Year enrolled students: show growth toward API targets.</p> <p>3rd Year enrolled students:will meet or exceed the state growth targets, schoolwide and for statistically significant subgroups.</p>	<p>1st Year enrolled students -Establish baseline API performance. Develop growth plans to meet API targets.</p> <p>2nd Year enrolled students: show growth toward API targets.</p> <p>3rd Year enrolled students:will meet or exceed the state growth targets, schoolwide and for statistically significant subgroups.</p>
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CHART 5 - Pupil Outcomes: Student Achievement

PUPIL OUTCOMES: STUDENT ACHIEVEMENT					
<p><i>Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. 51210. The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study: English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, Physical Education and other studies that the prescribed by the governing board.</i></p>					
COURSE ACCESS					
<p><i>The charter school will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as ELL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>"Broad course of study" includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>					
<p>Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 X 7 X 8</p> <p>Local Priorities: x: Target Language Proficiency</p>					
SPECIFIC ANNUAL ACTIONS					
<ul style="list-style-type: none"> -Provide professional development onsite and offsite to further knowledge of and applications of CCSS alignment and best practices in target language instruction. -Teachers will implement the lesson plan rubric and will be evaluated with the CSTP rubric. -There will be a annual review of the lesson plan rubric and Administration will meet and discuss results and set goals. -Establish baseline and benchmark assessments in the target language and core subjects to measure student proficiency and growth. -Develop a Wellness Policy that reflects schoolwide health and physical fitness goals. Review plan compliance annually. 					
EXPECTED ANNUAL MEASURABLE OUTCOMES					
Applicable Student Groups	Baseline (2016-2017)	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide) All Subgroups; Gifted Students	Teachers will attend CCSS aligned professional development.	Ongoing opportunity for training and support, resulting in CCSS aligned pacing guides and lesson plans.	Ongoing opportunity for training and support, resulting in CCSS aligned pacing guides and lesson plans.	Ongoing opportunity for training and support, resulting in CCSS aligned pacing guides and lesson plans.	Ongoing opportunity for training and support, resulting in CCSS aligned pacing guides and lesson plans.
All Students (Schoolwide) All Subgroups, Gifted Students	Teachers will implement lesson plan rubric and will be evaluated by an administrator with the CSTP rubric annually. Professional growth plans will be followed.	Maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.

Foster Youth, ELL Students, and Socioeconomically disadvantaged students	Establish a policy and progress monitoring system - counseling, financial, remediation, and otherwise -necessary to support the educational success of subgroups.	Adhere to policy and revise (as necessary) to increase proficiency and growth.	Adhere to policy and revise (as necessary) to increase proficiency and growth.	Adhere to policy and revise (as necessary) to increase proficiency and growth.	Adhere to policy and revise (as necessary) to increase proficiency and growth.
All Students (Schoolwide) All Subgroups	<u>English</u> : Establish a baseline at every applicable grade level, including all applicable student subgroups, percentage of students who score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy.	Baseline +1% growth	Baseline +2% growth.	Baseline +3% growth	Baseline +4% growth
All Students (Schoolwide) All Subgroups; Gifted Students	<u>Math</u> : Establish a baseline at every applicable grade level, including all student subgroups, percentage of students who score proficient or higher on the CAASPP statewide assessment in the area of Math.	Baseline +1% growth	Baseline +2% growth.	Baseline +3% growth	Baseline +4% growth
All Students (Schoolwide) All Subgroups; Gifted Students	<u>Science</u> : Establish a baseline at every applicable grade level, to measure grade level skills and content knowledge in life, earth and space and physical science, using the	Baseline +1% growth	Baseline +2% growth.	Baseline +3% growth	Baseline +4% growth

<p>All Students (Schoolwide) All Subgroups; Gifted Students</p>	<p>Next Generation Science Standards.</p> <p><u>Social Sciences:</u> Establish a baseline at every applicable grade level to measure grade level skills and content knowledge in history, civics and social science.</p>	<p>Show individual growth and increased proficiency rates.</p>	<p>Show individual growth and increased proficiency rates.</p>	<p>Show individual growth and increased proficiency rates.</p>	<p>Show individual growth and increased proficiency rates.</p>
<p>All Students (Schoolwide) All Subgroups; Gifted Students</p>	<p><u>Target Language Proficiency:</u> Implement a program that supports dual immersion learning and work toward grade-level proficiency by 3rd year of enrollment in the program.</p>	<p>Measure ongoing growth and progress of target language proficiency annually, with goal of grade-level proficiency by third year enrolled in the program.</p>	<p>Measure ongoing growth and progress of target language proficiency annually, with goal of grade-level proficiency by third year enrolled in the program</p>	<p>Measure ongoing growth and progress of target language proficiency annually, with goal of grade-level proficiency by third year enrolled in the program</p>	<p>Measure ongoing growth and progress of target language proficiency annually, with goal of grade-level proficiency by third year enrolled in the program</p>
<p>All Students (Schoolwide) All Subgroups; Gifted Students</p>	<p><u>Visual and Performing Arts:</u> Students will have access to visual and performing arts curriculum.</p>	<p>Students reach high standards in visual and performing arts, aimed at developing aesthetic appreciation and the skills of creative expression.</p>	<p>Implement arts integration and purchase supplemental materials to expand the core curricula.</p>	<p>Implement arts integration and purchase supplemental materials to expand the core curricula.</p>	<p>Implement arts integration and purchase supplemental materials to expand the core curricula.</p>
<p>All Students (Schoolwide); All Subgroups; Gifted Students</p>	<p><u>Health:</u> Adopt and comply with school wellness policy. Review annually.</p>	<p>Annual review of Wellness Plan will show positive results. Students will demonstrate grade-level proficiency in health and wellness.</p>	<p>Annual review of Wellness Plan will show positive results. Students will demonstrate grade-level proficiency in health and wellness.</p>	<p>Annual review of Wellness Plan will show positive results. Students will demonstrate grade-level proficiency in</p>	<p>Annual review of Wellness Plan will show positive results. Students will demonstrate grade-level proficiency in health and wellness.</p>

				health and wellness.	
All Students (Schoolwide); All Subgroups; Gifted Students	<u>Physical Education:</u> Administer Fitnessgram, for applicable grade levels, and provide opportunity for student development in strength, flexibility, and stamina.	Meet or exceed Statewide proficiency level.			

CHART 6: Student Engagement

ENGAGEMENT: STUDENT ENGAGEMENT <i>Pupil engagement, as measured by all of the following, as applicable:</i> (A) School attendance rates. (B) Chronic absenteeism rates. (C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.						Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
						Local Priorities: <input type="checkbox"/> : _____ <input type="checkbox"/> : _____
SPECIFIC ANNUAL ACTIONS						
<p>Attendance and Absenteeism: -School leaders and teachers will maintain a positive school climate and will work with students and families to manage student behavior issues and concerns. -Teachers will be trained to implement Positive Behavior Intervention Strategies (PBIS) that specifically address students with chronic absenteeism, utilizing early intervention through actions such as daily telephone notifications, weekly written notifications, Response to Intervention (RtI), and restorative justice practices -Provide counseling and support services to address the root cause of chronic absenteeism.</p> <p>Safety and School Connectedness: -Administration will administer a School Climate Survey to parents, students and teachers annually -The School will provide engaging co-curricular and extracurricular opportunities to further enhance students' sense of belonging and community.</p>						
EXPECTED ANNUAL MEASURABLE OUTCOMES						
Applicable Student Groups	Baseline (2016-2017)	2017-2018	2018-2019	2019-2020	2020-2021	
All Students (Schoolwide) All Subgroups	Annual School Climate Survey results will indicate positive results with respect to the schoolwide activity dedicated to promoting self-motivation, safety, and connectedness.	Positive results + growth on annual climate survey.	Positive results + growth on annual climate survey.	Positive results + growth on annual climate survey.	Positive results + growth on annual climate survey.	
Socioeconomically Disadvantaged; Foster Youth; ELL Students	Allocate sufficient funds and resources to implement a program (such as RtI) that adequately addresses the needs of subgroups.	Achieve and document progress executing RtI to support subgroups.	Achieve and document progress executing RtI to support subgroups.	Achieve and document progress executing RtI to support subgroups.	Achieve and document progress executing RtI to support subgroups.	
All Students (Schoolwide) All Subgroups	Strive for an ADA of 95% or greater.	Strive for ADA greater than baseline.	Strive for ADA greater than baseline and prior year.	Strive for ADA greater than baseline and prior year.	Strive for ADA greater than baseline and prior year.	
All Students (Schoolwide) All Subgroups	Strive for a grade level promotion rate that is higher than comparable schools.	Strive for a grade level promotion rate that is higher than comparable schools.	Strive for a grade level promotion rate that is higher than comparable schools.	Strive for a grade level promotion rate that is higher than comparable schools.	Strive for a grade level promotion rate that is higher than comparable schools.	
All Students (Schoolwide) All Subgroups	Strive for truancy rates lower than comparable schools.	Strive to maintain baseline and lower truancy rate.	Strive to maintain baseline and lower truancy rate.	Strive to maintain baseline and lower truancy rate.	Strive to maintain baseline and lower truancy rate.	

CHART 7 - Parental Involvement

ENGAGEMENT: PARENTAL INVOLVEMENT <i>Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</i>		Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8			
		Local Priorities: <input type="checkbox"/> : _____ <input type="checkbox"/> : _____			
SPECIFIC ANNUAL ACTIONS					
-Host frequent events, like coffee with the principal, Parent Teacher Association meetings, Campus Beautification events, and retreats, to encourage parent engagement. Parents will also be offered varied opportunities to volunteer at the school. -Ensure that parents are informed of participation opportunities through a variety of methods, including newsletters, phone calls and orientation meetings. -The Founding Team will help establish the initial Parent Teacher Association to drive parental input and community outreach. -A School Site Council (SSC), comprised of parents, teachers and classified employees, will be established to help make decisions or advise the principal on the school budget and various academic or school improvement plans, such as the Local Education Agency Plan (LEAP), the Single Plan for Student Achievement (SPSA), the Local Control and Accountability Plan (LCAP), and the Western Association Accreditation of Schools and Colleges (WASC) Action Plan. -Host no less than 4 town hall meetings per year to consult with stakeholders on progress and development of the LEAP, SPSA, LCAP, and WASC. -Special or standing committees, which may include parents, will be established by the Governing Board or principal to work on various school initiatives, including English Learner Advisory Committee (ELAC). -Provide secured digital access to the student information system, thus increasing parent ability to track academic progress.					
EXPECTED ANNUAL MEASURABLE OUTCOMES					
Applicable Student Groups	Baseline (2016-2017)	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Hold a minimum of 5 parent events per year and track parent participation.	Strive to maintain baseline, strive for growth in # of parents attending events.	Strive to maintain baseline, strive for growth in # of parents attending events.	Strive to maintain baseline, strive for growth in # of parents attending events.	Strive to maintain baseline, strive for growth in # of parents attending events.
English Learners	Establish an English Learners Advisory Committee (ELAC) with 50% parent members. Meet a minimum of twice a year.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.
All Students (Schoolwide)	Hold a minimum of quarterly PTA meetings.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.
All Students (Schoolwide)	Send Parent Newsletters on a monthly basis, send regular communication through phone calls,	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.

CHART 8 - School Climate

ENGAGEMENT: SCHOOL CLIMATE		Related State Priorities:			
<p><i>School climate, as measured by all of the following, as applicable:</i></p> <p>(A) Pupil suspension rates.</p> <p>(B) Pupil expulsion rates.</p> <p>(C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8			
		Local Priorities: <input type="checkbox"/> : _____			
SPECIFIC ANNUAL ACTIONS					
<p>-Provide and encourage students to access support services such as mental health counseling, academic intervention services, and other support services.</p> <p>-Focus on character education curriculum and implement character development strategies, including Positive Intervention and Support (PBIS) and Response to Intervention (RTI) practices to address behavioral and academic challenges.</p> <p>-Incorporate restorative justice practices in the enforcement of school policies and assignment of consequences.</p>					
EXPECTED ANNUAL MEASURABLE OUTCOMES					
Applicable Student Groups	Baseline (2016-2017)	2017-2018	2018-2019	2019-2020	2020-2021
All Students (schoolwide) All Subgroups	Teachers will receive ongoing training in and will implement PBIS, RTI, and Restorative Justice practices to promote a positive school climate and culture.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.
All Students (schoolwide) All Subgroups	Pupil suspension rates will be maintained at 1% or less.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.
All Students (schoolwide) All Subgroups	Pupil expulsion rate will be maintained at 1% or less.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.	Strive to maintain baseline.
All Students (schoolwide) All Subgroups	Annual School Climate Survey will yield a minimum of 70% positive results on questions regarding school safety and connectedness.	Baseline +growth.	Baseline +growth.	Baseline +growth.	Baseline +growth.

B. Accountability for Student Progress

Assessment to measure student outcomes will not only comply with Federal and State standards, but it will also include faculty-devised instruments and processes to evaluate students' academic competence, emotional growth, and social responsibility. The proposed Charter School's educational program and school culture is designed to create a true sense of responsibility for student achievement and the overall success of the proposed Charter School. Everyone in the learning community is responsible and accountable for their respective roles – students, parents, and educators. The formative assessments will allow teachers to determine: a) the level of academic proficiency of which the student is performing; and b) what remediation, if any, is needed. This process may include individual testing, classroom observation, interviews with the student and school personnel, and review of school records, reports and work samples. Student/parent conferences, regular progress reports and report cards will provide additional means to assess progress and celebrate success and/or create a means to intervene, when needed. Schoolwide assessment monitoring by administration will further support a system of accountability. Administration will foster a teacher accountability for the academic achievement and psychological well-being of the students. The principal is ultimately responsible for meeting target goals, and will be held accountable by the Board of Directors.

C. Benchmarks to be Met

The achievement of the proposed Charter School will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. It is expected that all subgroups will meet or exceed the performance of subgroups at similar schools.

Element 3: Methods for Measuring Outcomes

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code § 47605(b)(5)(C).*

A. Assessment Strategies

The proposed Charter School will utilize a variety of assessments in order to inform instruction and facilitate student learning. The primary purpose of assessment is to improve teaching and learning. Rubrics on projects and assignments, teacher observations, and progress reports will serve as records of student learning but a larger variety of assessments will be ongoing and embedded. Formative assessments will occur regularly in order to allow teachers to know the current level of understanding for each student. Performance-based assessments will be explicitly described and available prior to the completion of projects and assignments. Formal assessments will take place in each core subject to mark the times of unit endings, middle-year, and end-of-year. The proposed Charter School intends to demonstrate progress on the aggregate results of a standards-based report for each grade level. This report and standardized test data will be disaggregated to show how sub-groups; e.g. LEP, non-LEP, socioeconomically disadvantaged, foster youth, etc., perform. Student, parent, and employee satisfaction data will be handled in a similarly rigorous fashion as surveys will be designed and analyzed regularly to ensure the school maintains an inclusive, positive, stimulating community of learners. Assessment will be ongoing and organized as summarized in the Figure below:

- **Pre-assessment.** Teachers will implement an ungraded assessment, such as an in-class task, quiz-type format, or other piece of student work in order to discern student's current knowledge and skills as related to an upcoming learning outcome-derived experience.
- **Formative Assessment.** Student work will be observed and/or examined over the course of a unit of study in order for teachers to discern progress and struggles in the learning process for each student. These assessments include in-class tasks appropriate to grade level, homework assignments, and interactions between the student and teacher.
- **Summative Assessment.** The formal student work sample that allows a student to demonstrate the extent of his or her skills and knowledge as it relates to the full unit of study or predefined learning outcomes. The assessment form (test, project, presentation

etc.) will be grade level appropriate and will have clear, pre-determined expectations of learning outcomes.

- **Benchmark Diagnostic Assessment.** The school will conduct standards-aligned assessments in all core subject areas (PFT, CELDT/ELPAC, SBAC*(as of current date SBAC does not test children enrolled in grades K-2)). The principal will lead the analysis of this data and monitor the responsive curricular/pedagogical changes made by teachers as part of meeting student outcomes described in Element 2.

Figure - Assessment Cycle

Assessment	Description	Assessment Schedule
State Required* Test	CAASPP (STAR-Science, SBAC), PFT, CELDT/ELPA <i>*If a state assessment is no longer required, the Charter School will accordingly no longer continue to administer said assessment and will conversely participate in the replacement test, if any.</i>	Annually, as available
State Optional Test	SBAC Interim Assessment Block, SBAC Interim Comprehensive Assessment	Per recommended guidelines
Target Language	Aprenda 3, ELLOPA, FLOSEM, NOELLA, SABE, SHL, STAMP, or SOPA	Per recommended guidelines
Placement Exam	CELD/ELPAC, Math and English Diagnostic	Annually, as available
School Designed Assessment	Tests, Quizzes, Project	Ad-hoc, weekly, biweekly, monthly
Other Metrics identified in Local Control Accountability Pla	Annual School Climate Survey	Annually
Summative Assessment	Common core aligned final examinations for secondary grade	Bi-annually

B. State Mandated Test Assurances

The proposed Charter School will adhere to State testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As previously established, the proposed Charter School will utilize diverse assessments that are aligned with the curriculum and instructional program.

C. Student Progress Reporting and Analysis of Progress

The proposed Charter School principal and faculty will develop and implement an effective progress reporting system and grading policy. Parents will be invited onto campus once each quarter to meet with their child’s teacher(s) to learn about their child’s progress. Such progress monitoring will empower parents to follow their child’s progress which enables them to make

timely appropriate corrective action, if necessary. The proposed Charter School will also pursue the implementation of a student information system which enables parents to login and real time monitor the progress of their child(ren).

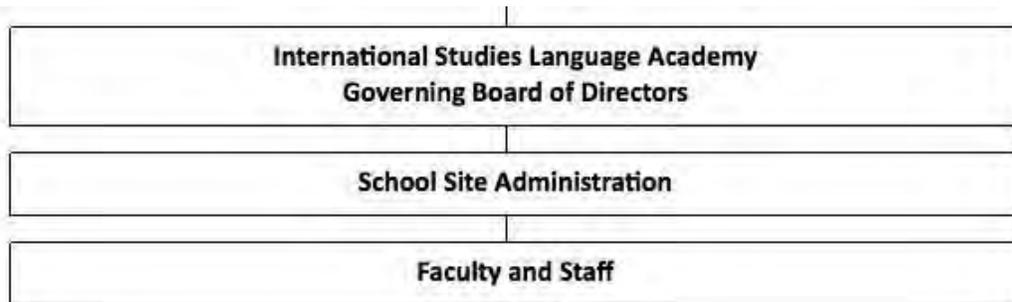
Results from assessments, data collection records, evaluations, stakeholder surveys and interviews will be collected, analyzed, and reported, as part of an annual progress and program audit. The annual audit will be used to determine student progress over time and the quality of programs at the proposed Charter School. Moreover, the principal will review school wide data with faculty on a regular basis to empower faculty awareness. Such review will facilitate faculty engagement in the development of strategies and activities to improve the school program. The principal will conduct classroom observations to ensure classroom practice reflects the integration of student data. The principal will also utilize this data to triage professional development needs for the faculty and staff, as discussed at [Teacher Professional Development](#).

Element 4: Governance Structure

Governing Law: *The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code § 47605(b)(5)(D).*

A. Organizational Structure

The following is the organization chart for the proposed Charter School:



B. Board Composition.

The Governing Board will consist of at least three (3) and no more than twenty (20) members as stated in the Bylaws. Each Director on the Board shall serve for a three-year term. Directors may succeed themselves in office no more than one additional term. Families of current students can elect one parent representative to the Board (elected by the PTA) who will all be a voting member. Pursuant to GUSD Board Policy 0420.4, GUSD may appoint a representative to serve on the Board of the proposed Charter School as an advisory, non-voting member.

- **Selection of Board Members.** Any member of the community may refer a potential candidate to the Board's Nominating Committee for consideration either when there is a mid-term vacancy or an upcoming expiration of a regular Board term. The Board of Directors will strive to include professionals with expertise in education, finance/accounting, legal, nonprofit and community organizations, and individuals with professional expertise in either language acquisition or linguistics, and foreign service. Human Resources and Facilities professionals will be sought out to serve on Ad Hoc Committee's during start up years. The Nominating Committee will meet with all prospective candidates to determine whether or not they should be recommended as candidates to the Board and fit the stated needs of the Board recruitment strategy. If the

candidate meets the needs of the Board at that time, the Nominating Committee will present the Nomination and the candidate's resume during the next Board meeting for a Closed Session discussion. If any Board members have questions or want to meet the potential member, the Nominating Committee will facilitate such a meeting. If support exists, the Nominating Committee will bring the Nomination to the Board for a vote at the next Board meeting. The Board strives for unanimous support for new Board Members, but per the Bylaws, a simple majority is all that is needed.

- **Board Vacancies.** Vacancies are defined in the Bylaws, which are incorporated by reference herein. Upon vacancy determination, the open position will be announced. Means to convey the vacancy may range from the proposed Charter school's website or school's newsletter to announcement with auxiliary organizations such as parent teacher association or booster club. Interested candidates will be encouraged to become acquainted with the educational program, mission, vision, finances, and Board member expectations prior to nomination. Vacancies will be filled pursuant to the Bylaws.

Board Member Job Description - General Responsibilities

Each Board Member is responsible for ensuring that the academic program of the proposed Charter School is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.

Specific Responsibilities

- Determine the mission and purpose of the proposed Charter School and keep it clearly in focus.
 - Create and periodically review the mission statement which:
 - Serves as a guide to organizational planning, board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources.
 - Is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purposes.
- Understand and support the mission statement.
- Select the principal.
 - Reach consensus on the principal's job description.
 - Undertake a careful search process to find the most qualified individual.
 - Oversee and approve contract negotiation and renewal.

- Support and review the performance of the principal
 - Provide frequent and constructive feedback.
 - Assist when board members overstep prerogatives or misunderstand their roles.
 - Compliment for exceptional accomplishments.
 - Provide for an annual written performance review with a process agreed upon with the principal well in advance.
- Ensure effective organizational planning
 - Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan.
- Ensure adequate resources
 - Approve fundraising targets and goals.
 - Assist in carrying out the development plan.
 - Make an annual gift at a level that is personally meaningful.
- Manage resources effectively
 - Approve the annual budget.
 - Monitor budget implementation through periodic financial reports.
 - Approve accounting and personnel policies.
 - Provide for an independent annual audit by a qualified CPA.
 - Ensure the full board has the proper training to be effective stewards of public funding.
 - Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the organization.
- Determine, monitor and strengthen the programs and services
 - Assure programs and services are consistent with the mission and the charter.
 - Approve measurable organizational outcomes.
 - Approve annual, attainable board and management level goals.
 - Monitor progress in achieving the outcomes and goals.
 - Assess the quality of the program and services.
- Enhance the proposed Charter School's public standing
 - Serve as ambassadors, advocates and community representatives of the organization.
 - Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so.
 - Provide for a written annual report and public presentation that details the proposed Charter School's mission, programs, financial condition, and progress made towards charter promises.

- Approve goals of an annual public relations program.
- Ensure legal and ethical integrity and maintain accountability
 - Establish policies to guide the organization's board members and staff.
 - Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).
 - Adhere to the provisions of the organization's bylaws and articles of incorporation.
 - Adhere to local, state and federal laws and regulations that apply to the organization.
 - Ensure compliance with all federal state and local government regulations.
- Recruit and orient new board members and assess board performance
 - Define board membership needs in terms of skill, experience and diversity.
 - Cultivate, check the credentials of and recruit prospective nominees.
 - Provide for new board member orientation.
 - Conduct an annual evaluation of the full board and individual trustees.

Individual Director Performance Expectations - General Responsibilities

Each director is responsible for actively participating in the work of the proposed Charter School Board of Directors and the life of the organization. Each director is expected to affirm and strive to fulfill the performance expectations outlined below. These expectations are to be clearly articulated prior to nominating any candidate as a board member. The Nominating Committee will nominate the candidate only after s/he has agreed to fulfill these expectations. In addition to the responsibilities below, individual directors are expected to help each other fulfill the tasks outlined in the collective Job Description of the Board of Directors.

Specific Responsibilities

- Believe in and be an active advocate and ambassador for the values, mission, and vision of the proposed Charter School.
- Work with fellow board members to fulfill the obligations of board membership.
- Behave in ways that clearly contribute to the effective operations of the Board of Directors:
 - Focus on the good of the organization and group, not on a personal agenda
 - Support board decisions once they are made
 - Participate in an honest appraisal of one's own performance and that of the board
 - Build awareness of and vigilance towards governance matters rather than management.

- Regularly attend board and committee meetings. Prepare for these meetings by reviewing materials and bringing the materials to meetings. If unable to attend, notify the board or committee chair. Be aware of, and abide by the board's attendance policy.
- Be prepared to contribute approximately 8-10 hours per month toward board service which includes:
 - Attending a monthly board meeting (2 hours)
 - Participating on a board committee (2 hours)
 - Reading materials, preparing for meetings (1 hour)
 - Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)
- Keep informed about the organization and its issues by reviewing materials, participating in discussions, and asking strategic questions.
- Attend conferences, as deemed necessary by the Board, to stay abreast of best practices and topics related to the mission of the proposed Charter School.
- Actively participate in one or more fundraising event(s) annually.
- Use personal and professional contacts and expertise for the benefit of the Proposed Charter School.
- Serve as a committee or task force chair or member.
- Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
- Inform the Board of Directors of the proposed Charter School of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.

C. Ensuring Stakeholder Involvement

One of the primary predictors of school and student success is stakeholder involvement. The governance of the proposed Charter School is designed to reflect the best practices existing in effective, high performing, college preparatory K-12 institutions. The Board will have active parent representative(s) and from the community at large who bring relevant and diverse skills and expertise. The proposed Charter School will comply with the Brown Act. The ISLA governing Board is adhering to the Brown Act in regards to posting public access and agenda requirements.

Many of the Board members will enroll their child(ren) at the proposed Charter School. Other parents can get involved with the governance of the proposed Charter School by participating at a Board meeting or joining a Board committee. During Board meetings, stakeholders will be able

to verbalize concerns, as well as participate in developing and refining existing and new policies and programs.

- **Evaluation and Monitoring Procedures.** The Board will evaluate and monitor the proposed Charter School throughout the school year. The Board will solicit stakeholder feedback at Board meetings. This includes a fixed agenda item at every Board meeting titled principal's update. This agenda item, to be delivered by the principal, will include a report of the school's academic progress. To ensure adequate and timely fiscal oversight, the Board will review financial reports at every regularly scheduled Board meeting. At the end of the academic school year, stakeholders will be invited to complete a school climate survey with questions about the school culture, the effectiveness of the teachers, and provide constructive feedback about what they think is working and what is not. Data from this survey will be evaluated by the Board to determine needed programmatic changes.
- **Board Meetings.** The Board will hold regular and special meetings in a publicly accessible location, pursuant to the Bylaws. Regular Board meeting dates and agendas will be posted in the school's main office and on the school's website calendar at least 72 hours in advance, in accordance with the Brown Act. The Board will encourage parents, student-elected officials, and faculty representatives to attend Board meetings to ensure active stakeholder engagement in the proposed Charter School's governance. Foreign language interpreters will be made available upon request. Board meeting participants will be encouraged to participate in developing and refining existing and new programs to meet state priorities, such as the Local Control Accountability Plan.
- **Board Meeting Minutes.** Board actions will be memorialized in meeting minutes, which shall be duly approved by the Board at a subsequent meeting. Meeting minutes will be signed by the Board Secretary and maintained at the school's main office. All Board meetings will be open to the public and foreign language interpreters will be made available upon request. Notwithstanding other laws to the contrary, all records of the nonprofit public benefit corporation shall be public.

Other opportunities for stakeholder engagement include the following:

- **Coffee with the principal.** Coffee with the principal is a monthly meeting that provides parents with information about governance and school operations issues, and calls for feedback, volunteers, and suggestions about how certain aspects of school priorities should be developed, evaluated, and refined.
- **Annual climate survey.** Stakeholders are invited to complete a school climate survey at the end of each school year. This survey allows the stakeholders to freely and

anonymously rate their teachers and voice their concerns and provide feedback about varying aspects of the school. The results are provided to faculty to assist them in identifying perceived areas of growth, in addition to provide opportunities to improve their craft.

- **English Learner Advisory Committee (ELAC).** Families will have the opportunity to participate on the school's ELAC, to advise the principal and staff on programs and services for English learners, advise the School Leadership on the development of the Single Plan for Student Achievement (SPSA), develop the proposed Charter School's needs assessment, implement the school's annual language census, and help make parents aware of the importance of regular school attendance.
- **Parent Teacher Association.** The parent teacher association is dedicated to the belief that collaboration between parents and teachers is a crucial aspect of student success. Families are encouraged to attend meetings in order to share ideas and develop plans that will help students meet their full potential. The parent teacher association will enhance and maximize the educational experience of every child enrolled by:
 - Promoting open communication and understanding between parents and staff;
 - Sponsoring assistance to teachers in classroom settings;
 - Holding fundraisers for supplemental educational materials and experiences;
 - Supporting school and family social interaction; and
 - Providing a non-biased forum for sharing information on issues that impact students.
- **Partnerships with the Extended Community.** To help provide a wide range of services and educational offerings, the proposed Charter School will seek partnerships with organizations to expand the breadth of the school's work. As the school's enrollment, curriculum and services expand, so will its partnerships with the extended community. Potential organizations identified in the next element (for purposes of recruitment) may also benefit the proposed Charter School in enhancing its curriculum and extracurricular activities.
- **School Site Council (SSC).** As referenced in chart 7 of Element 2, the proposed Charter School will have a School Site Council comprised of members in accordance to CA EC 52852.5.

D. ByLaws and Articles of Incorporation

The proposed Charter School has filed articles of incorporation and will seek nonprofit public benefit status. Below are the Bylaws and Articles of Incorporation.

ARTICLES OF INCORPORATION

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

ARTICLE I. NAME

The name of this corporation shall be INTERNATIONAL STUDIES LANGUAGE ACADEMY.

ARTICLE II. PURPOSE

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable and public purposes. The specific purpose for this organization is to establish, build, and operate the International Studies Language Academy. Inherent in this purpose, the corporation shall lease, own, manage, maintain, and operate an educational institution that provides quality education to California youth in any pre-K, primary, and secondary grades, as determined by the corporation. The corporation may additionally engage in any activities that are reasonably related to or in furtherance of its stated charitable and public purposes, or in any other charitable activities.

ARTICLE III. AGENT FOR SERVICE OF PROCESS

The name of this corporation's initial agent for service of process is:

International Studies Language Academy

TBA ADDRESS

Glendale, CA Zip

ARTICLE IV. CHARITABLE AND PUBLIC PURPOSES

This corporation is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States internal revenue law ("IRC"). Notwithstanding any other provision in these articles, this corporation shall not engage in any activities or exercise any powers that are not in

furtherance of the purposes of this corporation, and the corporation shall not carry on any activities not permitted to be carried on by: (a) a charitable organization exempt from federal income tax under Section 501(c)(3) under the IRC, or (b) a charitable organization contributions to which are deductible under Section 170(c)(2) the IRC.

ARTICLE V. LIMITATION ON POLITICAL ACTIVITIES

No substantial part of the activities of this corporation shall consist of the carrying on propaganda or otherwise attempting to influence legislation, except as provided in Section 501(h) of the IRC, and this corporation shall not directly or indirectly participate or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.

ARTICLE VI. ASSETS DEDICATION TO CHARITABLE AND EDUCATIONAL PURPOSES

The property, assets, profits and net income of this corporation are irrevocably dedicated to the purposes set forth in Article II, and no part of the property, assets, profits or net income of this corporation shall ever inure to or for the benefit of or be distributable to any director, officer or other private person, except that the corporation shall be empowered to pay reasonable and proper remuneration for services actually rendered and to make payments and distributions in furtherance of the exempt purposes for which it was formed.

ARTICLE VII. DISTRIBUTION OF ASSETS UPON DISSOLUTION

Upon the winding up and dissolution of the corporation, its assets remaining after payment (or after provision for payment) of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax-exempt status under California Revenue and Taxation Code Section 23701(d) (or the corresponding section of any future California revenue and tax law) and which satisfies the requirements of the California Revenue and Taxation Code Section 214.

ARTICLE VIII. MEMBERSHIP

This corporation has no members.

Dated: _____, 20____

_____,Incorporator

BYLAWS

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

A California Nonprofit Public Benefit Corporation

ARTICLE I. OFFICES

Section 1. Principal Office. The principal office of the corporation for the transaction of the business of the corporation shall be fixed and located at such place within or without the State of California as the Board of Directors (herein called the "Board") shall determine. The Board is granted full power and authority to change such principal office from one location to another.

Section 2. Other Offices. Branch or subordinate offices may be established at any time by the Board at any place or places.

ARTICLE II. MEMBERS

Section 1. Membership. The corporation shall have one class of members.

Section 2. Rights of Membership. The members shall have the right to vote, as set forth in these Bylaws, on the election of directors, on the disposition of all or substantially all of the corporation's assets, on any merger and its principal terms and any amendment of those terms, and on any election to dissolve the corporation. In addition, the members shall have all rights afforded members under the California Nonprofit Public Benefit Corporation Law.

Section 3. Transfer of Membership. No membership or right arising from membership shall be transferred. All membership rights shall cease on the member's dissolution.

Section 4. Annual Meeting. A general meeting of members shall be held at least annually at such time and place, and on such notice, if any, as the Board may determine. Unless elected by written ballot, directors shall be elected and other proper business shall be transacted at this meeting.

Section 5. Special Meetings. Special meetings of the members for any purpose or purposes may be called at any time by the Board, the President, the Secretary or any number of members.

Notice of the time and place of special meetings of the members shall be given or delivered personally to each member at least forty-eight (48) hours before the meeting, sent to each member by first-class mail at least four (4) days before the meeting, or delivered by other form

of written or telephonic communication (including cable, telegram, telex, facsimile, electronic mail and telephone) at least forty-eight (48) hours before the meeting. Such notice may be written or, if delivered by telephone or personally, oral. Written notice shall be addressed or delivered to each member at his or her address (e.g., mailing address, facsimile number or electronic mail address) as it is shown upon the records of the corporation, or as may have been given to the corporation by the member for purposes of notice, or, if such address is not shown on such records or is not readily ascertainable, at the place in which the meetings of the members are regularly held.

Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed to have been given at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or actually transmitted by electronic means by the person giving the notice to the recipient, as the case may be. Oral narrative shall be deemed to have been given at the time it is communicated to the recipient or to such person at the office of the recipient who the person giving the notice has reason to believe will promptly communicate it to the recipient.

Section 6. Notice of Certain Agenda Items. Approval by the members of any of the following proposals, other than by unanimous approval by those entitled to vote, is valid only if the notice or written waiver of notice states the general nature of the proposal or proposals:

- (a) Removing a director without cause;
- (b) Filling vacancies on the Board;
- (c) Amending the articles of incorporation;
- (d) Adopting, amending, or repealing bylaws;
- (e) Disposing of corporate assets;
- (f) Adopting or amending a merger agreement; or
- (g) Electing to wind up and dissolve the corporation.

Section 7. Quorum. A majority of the voting power, represented in person or proxy, shall constitute a quorum for the transaction of business at any meeting of members.

Section 8. Voting. Each member entitled to vote may cast one vote on each matter submitted to a vote of the members. Members may not cumulate votes for the election of directors.

Section 9. Waiver of Notice. Notice of a meeting need not be given to any member who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such member. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 10. Action Without Meeting. Any action required or permitted to be taken by the members may be taken without a meeting, if all members consent in writing to such action. The written consent or consents shall be filed with the minutes of the meeting. The action by written consent shall have the same force and effect as a unanimous vote of the members.

Section 11. Proxies. Each member entitled to vote shall have the right to do so either in person or by one or more agents authorized by a written proxy, signed by the person and filed with the secretary of the corporation. A proxy shall be deemed signed if the member's name is placed on the proxy by the member or the member's attorney-in-fact, whether by manual signature, typewriting, facsimile transmission, or otherwise.

Section 12. Adjournment. A majority of the members present, whether or not a quorum is present, may adjourn any members' meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent members if the time and place is fixed at the meeting adjourned, except that if the meeting is adjourned for more than 24 hours, notice of any adjournment to another time or place shall be given prior to the time of the reconvened meeting to the members who were not present at the time of adjournment.

ARTICLE III. DIRECTORS

Section 1. Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or these Bylaws regarding actions that require approval of the members, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, a management company, or committees however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers, enumerated in these Bylaws:

(a) To select and remove the officers, agents and employees of the corporation, prescribe powers and duties for them and as are not inconsistent with law, the Articles of Incorporation,

or these Bylaws, supervise them, fix their compensation, and require, from them security for faithful service. Such compensation may be increased or decreased at the pleasure of the Board.

(b) To make such rules and regulations for the conduct of the affairs and activities of the corporation as the Board may deem advisable and as are not inconsistent with law, the Articles of Incorporation or these Bylaws.

(c) To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation, or other evidences of debt and securities thereof.

Section 2. Number of Directors. The authorized number of directors shall consist of not less than three (3) nor more than twenty (20) directors, with the exact number of directors to be fixed within the limits specified herein by resolution of the Board as enacted from time to time. Ex-officio directors do not count toward these limits. No reduction of the authorized number of directors shall have the effect of shortening the term of any incumbent director.

Section 3. Election. Directors shall be elected at a regular meeting of the members, but if any such regular meeting is not held or the directors are not elected there, the directors may be elected at any special meeting of the Board held for that purpose.

Section 4. Term of Office. Each director shall hold office for a term of three (3) years and until a successor has been elected and qualified. Directors may succeed themselves in office no more than one (1) additional term. The term of office shall end on the last day of the month of December.

Section 5. Removal. Any director may be removed with or without cause by the affirmative vote of a majority of the directors present at a meeting duly held at which a quorum is present.

Section 6. Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected before such time, to take office when the resignation becomes effective.

Section 7. Vacancies. Vacancies in the Board shall be filled by the affirmative vote of a majority of the members. Each director so elected shall hold office until the expiration of the term of his or her predecessor and until his or her successor has been elected and qualified.

A vacancy or vacancies in the Board shall be deemed to exist in case of the death, resignation, removal of any director, or if the authorized number of directors is increased. The Board may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or found by a final order of judgment of any court to have breached any duty arising under Article 3 of the California Nonprofit Public Benefit Corporation Law.

Section 8. Interested Directors. Not more than forty-nine (49) percent of the persons serving on the Board at any time may be interested persons. An "interested person" is (1) any person being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (2) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law of any such person. Notwithstanding the foregoing, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 9. Place of Meeting. Regular or special meetings of the Board shall be held at any place within or without the State of California which has been designated from time to time by the Board. In the absence of such designation, regular meetings shall be held at the principal office of the corporation.

Section 10. Regular Meetings. Regular meetings of the Board shall be held without call or notice on such dates and at such times as may be fixed by the Board.

Section 11. Special Meetings. Special meetings of the Board for any purpose or purposes may be called at any time by the President, the Secretary or any number of directors.

Notice of the time and place of special meetings of the Board shall be given or delivered personally to each director at least forty-eight (48) hours before the meeting, sent to each director by first-class mail at least four (4) days before the meeting, or delivered by other form of written or telephonic communication (including cable, telegram, telex, facsimile, electronic mail and telephone) at least forty-eight (48) hours before the meeting. Such notice may be written or, if delivered by telephone or personally, oral. Written notice shall be addressed or delivered to each director at his or her address (e.g., mailing address, facsimile number or electronic mail address) as it is shown upon the records of the corporation, or as may have been given to the corporation by the director for purposes of notice, or, if such address is not shown on such records or is not readily ascertainable, at the place in which the meetings of the directors are regularly held.

Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed to have been

given at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or actually transmitted by electronic means by the person giving the notice to the recipient, as the case may be. Oral narrative shall be deemed to have been given at the time it is communicated to the recipient or to such person at the office of the recipient who the person giving the notice has reason to believe will promptly communicate it to the recipient.

Section 12. Waiver of Notice. Notice of a meeting need not be given to any director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such director. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 13. Quorum. A quorum will consist of the greater of four directors or a majority of the duly elected and serving directors, except to adjourn as hereinafter provided in Section 15. Ex-officio directors will not contribute toward quorum. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as an act of the Board of Directors, unless a greater number be required by the Articles of Incorporation or the provisions of the California Nonprofit Public Benefit Law, especially those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) appointment of committees, and (c) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 14. Participation in Meetings by Conference Telephone. Members of the Board may participate in any meeting through the use of video or telephone conference equipment so long as all members participating in such meeting can hear one another.

Section 15. Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any directors' meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place is fixed at the meeting adjourned, except that if the meeting is adjourned for more than 24 hours, notice of any adjournment to another time or place shall be given prior to the time of the reconvened meeting to the directors who were not present at the time of adjournment.

Section 16. Action Without Meeting. Any action required or permitted to be taken by the Board may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent or consents shall have the same effect as a unanimous vote of the Board and shall be filed with the minutes of the proceedings of the Board.

Section 17. Rights of Inspection. Every director shall have the absolute right at any reasonable time to inspect and copy any and all books, records, and documents of every kind of the corporation, and to inspect the physical properties of the corporation.

Section 18. Committees. The Board may designate and appoint committees, such as CEO Support and Evaluation, Academic Excellence, Development, Diversity, Personnel, Governance, Language, Facility, and Finance, and delegate to such committees any of the authority of the Board except with respect to:

(a) Take any final action on any matter, that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

(b) The filling of vacancies on the Board or in any committee;

(c) The fixing of compensation of the directors for serving on the Board or on any committee;

(d) The amendment or repeal of bylaws or the adoption of new bylaws;

(e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

(f) The appointment of committees of the Board or the members thereof;

(g) The approval of any self-dealing transaction, as defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as provided in Section 5233(d)(3) of such law; or

(h) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected.

Any such committee must be established and the members thereof appointed, by resolution adopted by a majority of the number of directors then in office. The Board may appoint, in the same manner, alternate members of any committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. Unless the Board or such committee shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meeting and actions of the Board. Minutes shall be kept of each meeting of each committee.

Section 19. Compensation. Directors and members of committees may receive such compensation, if any, for their services, and such reimbursement for expenses, as may be fixed or determined by the Board.

ARTICLE IV. OFFICERS

Section 1. Required Officers. The officers of the corporation shall be a Chairperson, a Secretary, and a Treasurer, each of whom shall be chosen by and hold office at the pleasure of the Board. Any number of offices required or permitted by this Article may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairperson of the Board.

Section 2. Permitted Officers. The Board may choose one or more Vice Chairpersons, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as the Board at its pleasure may from time to time determine.

Section 3. Election of Officers. The officers shall be elected annually by the Board at a regular or special meeting of the Board, and may succeed themselves in office. Each person elected as an officer shall continue in office until the next annual election of officers or until his successor shall have been duly elected and qualified or until his earlier death, resignation or removal in accordance with these Bylaws. Vacancies of officers caused by death, resignation, removal or increase in the number of officers may be filled by the Board at a regular or special meeting.

Section 4. Removal of Officers. Any officer may be removed at any time with or without cause and with or without notice by the affirmative vote of the Board.

Section 5. Chairperson. Subject to the control of the Board, the Chairperson shall be the chief executive officer of the corporation and shall have general supervision, direction and control over the affairs and property of the corporation and over its several officers, and shall have such other powers and perform such other duties as may be delegated by the Board from time to time.

Section 6. Secretary. The Secretary shall be the custodian of the seal of the corporation and of the books and records and files thereof, and shall affix the seal of the corporation to all papers and instruments requiring the same. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a minute book of all meetings of the Board and its committees. The Secretary shall also keep, or cause to be kept, at the principal office in the State of California the original or a copy of the Articles of Incorporation and Bylaws

of the corporation, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committee thereof required by these Bylaws or by law to be given, and shall have such other powers and perform such other duties as may be delegated by the Board. Any Assistant Secretary appointed by the Board to hold office at the pleasure of the Board, may have the same powers as the Secretary.

Section 7. Treasurer. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including, without limitation, accounts of its assets, liabilities, receipts and disbursements, and shall send or cause to be sent to the directors of the corporation such financial statements and reports as are by law or these Bylaws required to be sent to them. The Treasurer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation and such depositories as may be designated by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, shall render to the Chairperson or the directors, whenever requested, an account of all transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be delegated by the Board.

Section 8. Term of Office. The term of office for the officers of the Corporation shall be two (2) year(s).

ARTICLE V. INDEMNIFICATION

The corporation shall have the power to indemnify directors, officers, employees and agents to the extent permitted by Section 5238 of the California Nonprofit Public Benefit Corporation Law and Chapter 42 of the United States Internal Revenue Code of 1986 (if applicable), as amended or superseded.

ARTICLE VI. SUPPORTING ORGANIZATION

The corporation is organized to operate and support International Studies Language Academy, a California charter school (and related schools, other educational institutions, programs and services).

The corporation's assets are irrevocably dedicated to public educational and charitable purposes. No part of the net earnings, properties or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment or provision for payment of all debts and liabilities of the corporation will be distributed to a nonprofit fund, foundation or corporation that is organized and operated

exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VII. REPORTS

The corporation shall furnish to all of the directors annually a report containing the following information in reasonable detail:

1 The assets and liabilities, including the trust funds, of the corporation as of the end of the preceding fiscal year.

2 The principal changes in assets and liabilities, including trust funds, during the preceding fiscal year.

3 The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the preceding fiscal year.

4 The expenses or disbursements of the corporation, for both general and restricted purposes, during the preceding fiscal year.

5 Any information, required by Section 6322 of the California Nonprofit Public Benefit Corporation Law, with respect to the preceding fiscal year.

The report required by this Article shall be accompanied by any report thereon of independent accountants, or if there is no such report, by the certificate of an authorized officer of the corporation that such reports were prepared without audit from the books and records of the corporation.

ARTICLE VIII. OTHER PROVISIONS

Section 1. Inspection of Articles and Bylaws. The corporation shall keep in its principal office in the State of California the original copy of its Articles of Incorporation and of these Bylaws, as amended to date, which shall be open to inspection by the directors and such other persons as required by law, at all reasonable times during office hours.

Section 2. Endorsement of Documents; Contracts. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the Chairperson of the Board, or any Vice Chairperson and the Secretary, any Assistant Secretary, the Treasurer, or any Assistant Treasurer of the corporation, shall be valid and binding on the corporation in the absence of actual

knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, but, unless so authorized by the Board, no such person or persons shall have any power or authority to bind the corporation by any contract or engagement to pledge its credit or to render it liable for any purpose or amount.

Section 3. Representation of Shares of Other Corporations. The Chairperson or any other officer or officers authorized by the Board or the Chairperson are each authorized to vote, represent, and exercise on behalf of the corporation all rights incident to any and all shares of any other corporation or corporations standing in the name of the corporation. The authority herein granted may be exercised either by any such officer in person or by any person authorized so to do by proxy or power of attorney duly executed by said officer.

Section 4. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in Part 1 of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation law shall govern the construction of these Bylaws.

Section 5. Amendments. These Bylaws may be amended or repealed by the affirmative vote of a majority of the number of directors then in office.

CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify:

a. That I am the duly elected and acting Secretary of International Studies Language Academy, a California nonprofit public benefit corporation; and

b. That the foregoing bylaws, comprising 10 pages, constitute the Bylaws of such corporation as duly adopted by action of the Incorporator of the corporation duly taken on November 1, 2015.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed the seal of such corporation this ____ day of _____, 201__.

_____, Secretary

E. Assurances: Brown Act, Conflict of Interest Code, Request for Public Records Policy, and the Whistleblower Policy

The proposed Charter School will comply with the Brown Act. Employees and representatives of proposed Charter School, including members of Board, committees, school administrators, and other employees, shall comply with applicable laws and regulations, including, nonprofit integrity standards, GUSD's Charter School policies, and regulations regarding ethics and conflicts of interest. The proposed Charter School will comply with the Political Reform Act (Government Code § 87100 *et seq.*), Government Code 1090, and other applicable laws regarding conflicts of interest. Consistent with GUSD BP 0420.4, Governing Board members and applicable staff will annually file a Statement of Economic Interests (Form 700) with Los Angeles County Office of Education.

The proposed Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with the proposed Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The Board and key proposed Charter School staff, as may be necessary, will cooperate with investigations should any allegations regarding the proposed Charter School be filed with GUSD or other Authority. The proposed Charter School shall comply with applicable Federal and State reporting requirements, including but not limited to the requirements of California Basic Educational Data System (CBEDS), California Longitudinal Pupil Achievement Data System (CALPADS), the Public Schools Accountability Act of 1999, and California Education Code § 47604.33.

The proposed Charter School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries.

Below is the proposed Conflict of Interest Code, Request for Public Records Policy, and the Whistleblower Policy.

CONFLICT OF INTEREST CODE

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100 *et seq.*, International Studies Language Academy hereby adopts this Conflict of Interest Code (“Code”), which shall apply to governing board members, candidates for member of the governing board, and other designated employees of the International Studies Language Academy (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including Governing Board members and candidates for election and/or appointment to the Governing Board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including Governing Board members and candidates for election and/or appointment to the Governing Board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements shall be supplied and filed with the proposed Charter School. The proposed Charter School's filing officer shall make and retain a copy of the Statement and forward the original to Glendale Unified School District.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the proposed Charter School principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the proposed Charter School bylaws.

EXHIBIT A

Designated Positions

Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).

- A. Members of the Governing Board and their alternates (if applicable)
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (ie, Chairperson, Secretary, Treasurer, etc.)
 - D. Executive Director of Charter School
 - E. Principal of Charter School
 - F. Assistant Principals
 - G. Chief Business Officer
 - H. Director Personnel Services
 - I. Assistant Director of Personnel Services
 - J. Consultants [Footnote 1]
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."
- A. Purchasing Manager
 - B. Assistant Business Officer
- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."
- A. Information Systems Technician
 - B. Contractor

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.
- B. (Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- C. Investments in or income from persons or business entities which are contractors or subcontractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

[1] The Charter School's principal may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School principal's determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

- D. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction. (Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is a Manager or Charter School principal. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or subcontractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is a Manager or Charter School principal. Investments include the interests described in Category 1.

REQUEST FOR PUBLIC RECORDS POLICY

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

Requests for public records shall be made either in person or in writing to International Studies Language Academy. The principal or designee may then determine the most appropriate school employee to assist in assembling any public records for production.

Any person may request a copy of any school record open to the public and not exempt from disclosure. Requestor shall submit the request to:

International Studies Language Academy
PHYSICAL ADDRESS (TBD)
or via electronic mail to (TBD)

The request for public records must clearly identify the records requested, along with contact or other mailing information as to where to send or forward the requested records.

The school may charge for copies of public records or other materials requested by individuals or groups. The charge, based on the direct cost of duplication, has been set at .25 cents per page. The direct cost of duplication includes the pro rata expense of the copying equipment used and the pro rata expense in terms of staff time required to produce the copy. It does not include the cost of locating, retrieving, or inspecting records.

Within ten (10) days of receiving any request for a copy of records, the principal or designee shall determine whether the request seeks copies of disclosable public records in the possession of the school, and shall promptly notify (in writing) the person making the request of the school's intent to comply with the request, the total number of pages to be duplicated, and the calculated cost of duplication.

Provisions of the California Public Records Act (Government Code § 6250 *et seq.*) shall not be construed to delay access for purposes of inspecting or receiving copies of records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial.

In unusual circumstances, the principal or designee may extend the 10-day limit for up to 14 days by providing written notice to the requestor and setting forth the reasons for the extension and

the date on which a determination is expected to be made. Unusual circumstances include, but only to the extent reasonably necessary to properly process the request, the following:

- The need to search for and collect the requested records from field facilities or other locations that are separate from the school or office processing the request;
- The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request;
- The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request, or among two or more components of the school having substantial subject matter interest therein;

Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other applicable laws or rules.

If an inspection of records (rather than copies of records) is requested, any person shall have reasonable access, during normal business hours, to the public records of the School within the requirements of state law. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

If records are not readily available, or if portions of the records to be inspected must be redacted to protect exempt material, then the School must be given a reasonable period of time to perform these functions prior to inspection. For example, if records requested include addresses, phone numbers or other privileged personal information, this information will need to be redacted to protect the safety and privacy rights of the employees, as permitted under Government Code §§ 6254.3, 6254(c) and other provisions of law.

WHISTLEBLOWER POLICY

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

The International Studies Language Academy Governing Board encourages its employees and applicants for employment to disclose improper governmental activities, based in part on California Education Code Section 44112(c), and to address written complaints that allege acts or attempted acts of interference, reprisal, retaliation, threats, coercion or intimidation against employees or applicants who disclose improper governmental activities. International Studies Language Academy is committed to lawful and ethical behavior in all of its activities and requires Board members, officers and employees to act in accordance with all applicable laws, regulations and policies and to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. The objectives of the Whistleblower Policy are to establish policies and procedures to:

- Prevent or detect and correct improper activities;
- Encourage each Board member, officer and employee to report what he or she in good faith believes to be a material violation of law or policy or questionable accounting or auditing matter; and
- Ensure the receipt, documentation, retention of records, and resolution of reports received under this policy to protect reporting individuals from retaliatory action.

Reporting Responsibility

Each reporting individual has an obligation to report what he or she believes is a material violation of law or policy or any questionable accounting or auditing matter by the School, its Board members, officers and employees or other representatives. Reporters must also notify the School if an action needs to be taken in order for the School to be in compliance with law or policy or with generally accepted accounting practices. The types of concerns that should be reported include, for purposes of illustration and without being limited to, the following:

- Providing false or misleading information on school financial documents, grant reports, tax returns, or other public documents;
- Providing false information to, or withholding material information from school auditors, accountants, lawyers, directors or other representatives responsible for ensuring compliance with fiscal and legal responsibilities;
- Embezzlement, private benefit, or misappropriation of funds;

- Material violation of school policy, including among others, confidentiality, conflict of interest, whistleblower, ethics and document retention;
 - Discrimination based on race, color, religion, national origin, sex, disability, familial status, or any other protected class; and
 - Facilitation or concealing any of the above or similar actions.

Reporting Concerns

Whenever possible, employees should seek to resolve concerns by reporting issues directly to the principal until matters are satisfactorily resolved. However, if for any reason an employee is not comfortable speaking to the principal or does not believe the issue is being properly addressed, the employee may contact the Governing Board Chairperson.

Handling of Reporting Violations

Except as otherwise required by law, or as otherwise required by court order, the School will investigate all reports filed in accordance with this policy with due care and promptness. Matters reported internally without initial resolution will be investigated by the principal or the Governing Board Chairperson to determine if the allegations are true, whether the issue is material and what actions, if any, are necessary to correct the problem. The Board of Directors may conduct a further investigation upon receiving the report from the Chair. For matters reported directly to the Governing Board Chairperson, the Board of Directors shall promptly acknowledge receipt of the complaint to the complainant if the identity of the complainant is known and conduct an investigation to determine if the allegations are true and whether the issue is material and what, if any, corrective action is necessary. Upon the conclusion of this investigation, the Board of Directors shall promptly report its findings to all pertinent parties.

Authority of Investigative Parties

The Investigative Parties (Principal, Board Chairperson, or Board of Directors) shall have full authority to investigate concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that is necessary to conduct a full and complete investigation of the allegations.

No Retaliation

This Whistleblower Policy is intended to encourage and enable Board members, officers and employees to raise serious concerns within the organization for investigation and appropriate action. With this goal in mind, no Board member, officer or employee who, in good faith, reports a concern shall be threatened, discriminated against or otherwise subject to retaliation or, in the case of an employee, suffer adverse employment consequences as a result of such report.

Moreover, an employee who retaliates against someone who has reported a concern in good faith is subject to discipline, up to and including termination of employment.

Acting in Good Faith

Anyone reporting a concern must act in good faith and have reasonable grounds for believing the matter raised is a serious violation of law or policy or a material accounting or auditing matter. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, with gross negligence, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Confidentiality

Reports of concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, the School cannot guarantee complete confidentiality. Disclosure of information relating to an investigation under this policy by the principal or others involved with the investigation of the School to individuals not involved in the investigation will be viewed as a serious disciplinary offense and, with respect to School employees, may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

F. Grievance Process for Parents and Students

As noted earlier in Element 1's section "How Learning Best Occurs", the proposed Charter School will demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It will model democratic practices that involve all the school's stakeholders. The proposed Charter School will honor diversity and build on the strength of its community, deliberately and explicitly challenging all forms of inequity. The proposed Charter School will not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates. The proposed Charter School will review (and update as necessary) grievance procedures providing for prompt and equitable resolution of student and parent complaints alleging any actions, which may be prohibited by Title IX or Section 504.

The proposed Charter School will also comply with the Safe Place to Learn Act and California Education Code § 200, which affords "all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state."

Allegations of violation of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to student fees will be properly investigated through the Uniform Complaint Procedure (UCP).

Below are the proposed: Pupil Fees Policy; Statement of Non-Discrimination, Anti-Bullying, and Anti-Harassment; Universal Complaint Procedure; Universal Complaint Procedure Notice, and Williams Act Classroom Notice.

PUPIL FEES POLICY

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

The California Constitution (Article IX, § 5) has guaranteed the state's children a system of free schools since 1879. The California Supreme Court further explains that this "free school guarantee" means that students in public schools cannot be charged fees for participation in educational activities. International Studies Language Academy (ISLA) is committed to California's Free School Guarantee as further clarified by case law and most recently AB 1575. This policy is hereby adopted in compliance therein. ISLA operates a free public charter school. No student shall be required to pay a student fee for participation in an educational activity unless specifically authorized by law.

In accordance with California Education Code Section 49010 the following terms have the following meanings:

Educational activity means an activity offered by a school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities;

Pupil fee means a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians without regard to the families' ability or willingness to pay fees or request special waivers. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform, or other materials or equipment;
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

Consistent with California Education Code Section 49011, a pupil enrolled at ISLA shall not be required to pay a pupil fee for participation in an educational activity. In accordance therein, all

supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge. A fee waiver policy shall not make a pupil fee permissible. ISLA will not establish a two-tier educational system by requiring a minimal educational standard and also offering a second, higher educational standard that pupils may only obtain through payment of a fee or purchase of additional supplies that ISLA does not provide. ISLA shall not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians, and ISLA shall not remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the school.

The above shall not be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities, nor shall it be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law.

Pursuant to California Education Code Section 49013, a complaint of noncompliance with this policy may be filed with the principal of the school under the Uniform Complaint Procedures. A complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. A complainant not satisfied with the decision may appeal the decision to the Department of Education. If merit is found in a complaint, or if the Department of Education finds merit in an appeal, ISLA shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board. Information regarding this policy shall be included in the annual notification distributed to pupils, parents and guardians, employees, and other interested parties pursuant to the California Code of Regulations, 5 C.C.R. § 4622.

Notwithstanding the above, Federal and State law identifies specific provisions wherein parents, guardians, or students may be charged fees. Accordingly, fees may be charged when ISLA:

- transports pupils to and from school pursuant to California Education Code § 39807.5;
- transports pupils to and from their places of summer employment pursuant to California Education Code § 39837;
- requires, as a condition of participation in an interscholastic athletic program, a physical examination pursuant to California Education Code § 49458;

- provides field trip opportunities outside of California pursuant to California Education Code § 35330(b)(3);
- provides field trip opportunities, unless they are an integral activity to the school's educational program, pursuant to California Education Code § 35330;
- makes available for field trips, medical or hospital service or accident insurance pursuant to California Education Code § 35331;
- requires a deposit or other measure to insure that band instruments, music, uniforms, and other regalia borrowed will be returned in usable condition upon return from an excursion to a foreign country pursuant to California Education Code § 38120;
- rents or leases personal property needed for school purposes, including the renting or leasing of caps and gowns for seniors who participate in high school graduation ceremonies pursuant to California Education Code § 38119;
- sells pupil personal property which was fabricated by said pupil, at the cost to the school of the materials furnished by the school and used therein, pursuant to California Education Code § 17551;
- sells eye protective devices, at a price that shall not exceed the actual cost of the eye protective devices, pursuant to California Education Code § 32033;
- requires a reasonable dress code policy pursuant to California Education Code § 35183;
- sells food, subject to applicable National School Lunch Program provisions, pursuant to California Education Code §§ 38082, 38084;
- sells optional materials not considered integral to the educational program such as pictures, yearbooks, memory books, and school promotional items;
- provides adult classes and opportunities to purchase related textbook and class materials pursuant to California Education Code §§ 17552, 52612(a), 52612(b), 60410;
- provides community service classes in civic, vocational, literacy, health, homemaking, technical and general education, including but not limited to classes in the fields of dance, music, theatre, visual arts, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics pursuant to California Education Code §§ 51810, 51811, 51815;

- provides child supervision, child care programs, before and after school programs, extra enrichment, study trips and summer programs, so long as no one who desires to participate in these programs be denied the opportunity to participate because of inability to pay related fees, pursuant to California Education Code §§ 8263(g), 8265(a)(1), 8482.6, 8485, 8487, 8888, 35335;
- provides opportunities to participate in activities which are purely recreational in character, such as attending weekend dances and athletic events, pursuant to *Hartzell v. Connell*, 201 Cal. Rptr. 601, 35 Cal. 3d 899, 679 P.2d 35, fn 14 (1984).
- provides public or student records, at an amount not to exceed the cost of duplication, pursuant to California Education Code § 49091.14, 49063, 49065, FERPA, and ISLA's Request for Public Records policy;
- identifies a pupil whose willful misconduct resulted in injury or death to any pupil or any person employed by, or performing volunteer services for the school or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to the school, or personal property of any school employee. The liability of the parent or guardian shall not exceed ten thousand dollars pursuant to California Education Code § 48904;
- identifies a pupil who, upon demand, does not return property belonging to the school and which was loaned to the pupil, pursuant to California Education Code § 48904;
- admits a pupil whose parents actual and legal residence is in a foreign country adjacent to this state, and who regularly returns within a 24-hour period to said foreign country pursuant to California Education Code § 48050;
- admits a pupil from a foreign country pursuant to the United States Code of Federal Regulations, 8 C.F.R. § 1184 (m)(1);
- provides a fingerprint program for pupils enrolled in kindergarten or newly enrolled in the school pursuant to California Education Code § 32390; and
- provides parking on the school grounds pursuant to California Vehicle Code § 21113.

STATEMENT OF NON-DISCRIMINATION, ANTI-BULLYING, AND ANTI-HARASSMENT

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

International Studies Language Academy (ISLA) is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. ISLA prohibits discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code § 422.5, Education Code § 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

Discrimination

Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by ISLA.

Harassment

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by ISLA.

Bullying

Bullying is unwanted and aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Examples of bullying

behavior include making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. The determination of whether an action or collection of actions rises to the level of bullying is generally differentiated from an isolated occurrence when the behavior is repetitive and there exists a power imbalance that may include physical strength, access to embarrassing information, or popularity used to control or harm another student.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Once ISLA has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred and take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action.

This policy applies to all acts related to school activity or school attendance.

For inquiries or complaints related to discrimination, harassment, intimidation and bullying of students based on the actual or perceived characteristics listed above or for complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination, harassment, or intimidation, contact ISLA's administrator designated to coordinate compliance efforts: To Be Determined, Title, at Telephone Number and Electronic mail address.

UNIFORM COMPLAINT PROCEDURE

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

INTRODUCTION

This document presents information about how International Studies Language Academy (ISLA) processes UCP complaints concerning particular programs or activities in which it receives state or federal funding regarding an alleged violation of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to student fees and our Local Control Accountability Plan (LCAP).

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as conflict resolution or mediation. Nor is ISLA prohibited from resolving complaints through its conflict resolution procedure or mediation prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

A complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying, charging student fees for participation in an educational activity, or noncompliance with the requirements of our LCAP.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to student fees. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, ISLA shall assist the complainant in the filing of the complaint.

Programs or activities in which ISLA receives state or federal funding are:

Consolidated Categorical Aid Programs
Child Nutrition Programs (National School Lunch Program)

Special Education Programs
Safety Planning Requirements
Local Control Funding Formula and Local Control Accountability Plans

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to Education Code Section 52060(d).

II. NOTICE OF ACKNOWLEDGEMENT THAT STUDENT FEES ARE PROHIBITED

A student fee is a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A student fee includes, but is not limited to, all of the following:

- A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a student is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

This notice does not prohibit ISLA from seeking replacement of lost or damaged school supplies, such as textbooks, uniforms, or musical instruments.

III. NOTICE OF NON-DISCRIMINATION & ANTI-HARASSMENT

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity,

religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to ISLA's UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

- Allegations of child abuse shall be referred to County Department of Social Services (DSS), Protective Services Division, or appropriate law enforcement agency.
- Health and safety complaints regarding a Child Development Program shall be referred to the Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
- Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH).
- Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

IV. RESPONSIBILITIES OF INTERNATIONAL STUDIES LANGUAGE ACADEMY

International Studies Language Academy has the responsibility to ensure compliance with applicable state and federal laws and regulations. ISLA shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation, bullying and charging student fees for participation in an educational activity and seek to resolve those complaints in accordance with UCP procedures.

In regards to complaints of noncompliance with laws relating to student fees, if ISLA finds merit in a complaint, a remedy will be provided to affected students, parents and guardians, that, where applicable, will include reasonable efforts by ISLA to ensure full reimbursement to all affected students, parents and guardians.

UCP procedures shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remains confidential as appropriate.

The person responsible for receiving and investigating complaints and ensuring compliance with state and federal laws and regulations is:

Contact: TO BE DETERMINED
Address: SCHOOL'S ADDRESS
Telephone: SCHOOL'S TELEPHONE

The Governing Board shall ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to student fees are filed with a principal of a school.

ISLA shall notify in writing to the students, employees, parents or guardians of students, and other interested parties of the UCP process regarding an alleged violation by a local agency of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to student fees and the LCAP. The UCP notice will be disseminated to the required groups and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

The UCP notice shall also advise the recipient of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. The UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

A copy of this UCP complaint policies and procedures document shall be available free of charge.

III. FILING A COMPLAINT WITH INTERNATIONAL STUDIES LANGUAGE ACADEMY

An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying shall be initiated by filing a complaint no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. The time for filing may be extended in writing by the ISLA Governing Board or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by the ISLA Governing Board or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six month time period. The Governing Board shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Except for Williams Complaints, within 60 calendar days from the date of the receipt of the complaint, ISLA shall conduct and complete an investigation of the complaint in accordance with the UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state and federal laws and/or regulations.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by ISLA representatives to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

The Governing Board shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint. The Decision should contain:

- (i) the findings of fact based on the evidence gathered,
- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,
- (v) corrective actions, if any are warranted,
- (vi) notice of the complainant's right to appeal the Decision to the CDE, and
- (vii) procedures to be followed for initiating an appeal to the CDE.

Relevant Federal and State Laws:

34 Code of Federal Regulations [CFR] §§ 300.510-511
California Code of Regulations [CCR] Title 5 §§ 4600–4687
California Code of Regulations [CCR] Title 5 § 4610(b)
California Code of Regulations [CCR] Title 5 § 4622
California Code of Regulations [CCR] Title 5 §§ 4630–4631
California Education Code [EC] §§ 200, 220, 262.3
California Education Code [EC] §§ 234 – 234.5
California Education Code [EC] § 35186
California Education Code [EC] § 48985
California Education Code [EC] §§ 49010 - 49013
California Government Code [GC] §§ 11135, 11138
California Penal Code (PC) § 422.55

UNIFORM COMPLAINT PROCEDURE ANNUAL NOTICE

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

International Studies Language Academy (ISLA) has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

ISLA shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws such as the Consolidated Categorical Aid Programs and Special Education Programs.

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Contact: To be Determined
Address: To be Determined
Telephone: To be Determined

*Complaints of noncompliance with laws relating to pupil fees are filed with the principal of the school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 of the Uniform Complaint Procedure and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal the Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving ISLA's Decision. The appeal must include a copy of the complaint filed with ISLA and a copy of ISLA's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of [the LEA]'s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of ISLA's UCP policy shall be available free of charge.

Applicable Law:

Education Code Section 35186;

Title 5 California Code of Regulations Section 4681, 4682, 4683

WILLIAMS ACT CLASSROOM NOTICE

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

NOTICE TO PARENTS/GUARDIANS/PUPILS/TEACHERS IMPORTANT INFORMATION ABOUT YOUR COMPLAINT RIGHTS

Parents, Guardians, Pupils and Teachers:

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English Learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities

to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.

A complaint form may be obtained at the school office. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc/>.

Element 5: Employee Qualifications

Governing Law: *The qualifications to be met by individuals to be employed by the school.
Education Code Section 47605(b)(5)(E).*

A. Staff Selection

The proposed Charter School will select, hire, and support individuals who will maximize student achievement for all students. In accordance with Education Code § 47605(d)(1), the proposed Charter School will be nonsectarian in its employment practices and all other operations. The proposed Charter School will not discriminate against any individual (employee or pupil) on the basis of real or perceived race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis in accordance with Education Code § 220. The proposed Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Equal employment opportunity is extended to all aspects of the employer-employee relationship and include: recruitment, selection, hiring, upgrading, transfer, promotion, training, discipline, layoff, recall, and dismissal from employment.

Staffing Plan

In Year 1 of operation, the proposed Charter School anticipates an inaugural enrollment of 438 students. To staff for this enrollment, the proposed Charter School anticipates hiring a principal, a lead teacher, one office manager, a receptionist and a campus monitor. This staffing level provides for 21 classroom teachers, two teacher aides. The proposed Charter School will seek out additional supervisory assistance and support from parents and partner organizations such as Amity Institute. Amity Institute's Educational Internship Program provides future educators from other countries the opportunity to gain teaching skills under the direct supervision of a certified teacher in an American classroom. In addition, interns often serve as living models of language and culture. International interns offer a native perspective on their language, culture and country, enabling students to better understand and appreciate the languages they study. Since enrollment may be imbalanced in different grades, multiage grouping, such as a fourth and fifth grade class combined, may occur to enable the proposed Charter School to adequately staff while still operating within the budget. As noted in Element 1 under "How Learning Best Occurs - Principle 8", faculty and staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire proposed Charter School.

In Year 2 of operation, the proposed Charter School anticipates an increase in enrollment to 678 students. The increased enrollment will require additional teachers, teacher aides, and office staff. In subsequent years, the proposed Charter School anticipates continued increased enrollment until it reaches the lesser of 1,056 (which was noted earlier as the enrollment capacity) or the capacity of the school building(s). The proposed Charter School anticipates to employ a Director of Curriculum and Instruction no later than Year 3 of operations. This person will lead the International Baccalaureate (IB) recognition pursuit. To provide more robust services, additional positions, such as a Counselor, will be added in later years. Until such time, the responsibilities of those additional positions may be shouldered by incumbent personnel or provided by part-time staff or contracted services. For example, two classroom teachers, who have special education credentials, may share the additional titles of Special Education Coordinators. Alternatively, a service agreement may be pursued with a special education contractor. As the needs of the proposed Charter School change, staffing will be proportionate to the student enrollment and aligned to budgetary allocations.

Recruitment

Due to the specialty nature of the educational program, the proposed Charter School will employ additional recruitment strategies beyond the traditional postings (EdJoin, Charter School's website, and Craigslist) to ensure a robust workforce candidate stream. Such strategies include:

- Create a digital and print brochure for both live and electronic recruitment. The brochure will be multilingual.
- Collaborate with world-language-teacher organizations to recruit faculty across the state and nation. Such organizations include: American Association of Teachers of French (AATF); American Association of Teachers of German (AATG); American Association of Teachers of Italian (AATI); American Association of Teachers of Spanish and Portuguese (AATSP), American Council on the Teaching of Foreign Languages (ACTFL); California Association for Bilingual Education (CABE), California Language Teachers Association (CLTA), and National Association of Bilingual Education (NABE).
- Collaborate with J-1 Visa Designated Sponsor Organizations, as may be amended from time to time by the United States Department of State, to identify potential faculty overseas. Such organizations include: Amity Institute, Center for International Education, Inc., Cultural Vistas, Inc, Educational Partners International, LLC, Institute of International Education, International Teacher Exchange Services, LLC, and USA Employment, LLC.
- Collaborate with Institutions of Higher Education (IHE) which have California Commission on Teacher Credentialing approved bilingual authorization programs such as: California State University, Dominguez Hills; California State University, Long Beach; California State

University, Los Angeles; California State University, Northridge; University of California, Riverside; and University of Southern California. These IHEs may provide a talent pipeline for certificate completers, or alternatively, provide a mechanism to qualify interested applicants.

- Collaborate with IHEs which have California Commission on Teacher Credentialing approved Language Other Than English (LOTE) credentialing programs such as: California State University, Dominguez Hills; California State University, Long Beach; California State University, Los Angeles; and California State University, Northridge. These IHEs may provide a talent pipeline for credential completers, or alternatively, provide a mechanism to qualify interested applicants.
- Collaborate with IHEs which offer degrees in the target languages such as:
 - French - California State University, Long Beach and San Jose State University
 - German - California State University, Long Beach and University of California, Riverside
 - Italian - California State University, Northridge, University of California, Los Angeles, California State University, Long Beach
 - Spanish - San Diego State University and San Jose State University

Collaboration with these respective programs may lead to the identification of additional talent pipelines.

- Explore alternative teacher credentialing such as exchange and sojourn credentials. Additionally, the proposed Charter School may collaborate with Los Angeles County Office of Education or GUSD to develop a teacher internship program (bilingual authorization or LOTE) to provide an additional teacher credentialing option.
- Collaborate with Los Angeles Consulate Generals to identify foreign nationals who may be qualified and interested to work at the proposed Charter School. Examples of such Consulate Generals include: Austria, Canada, France, Germany, Italy, Mexico, Spain, and Switzerland. Moreover, many of the local events or activities that they endorse or support may serve as venues to recruit teachers and staff. They may also provide mechanisms to advertise and recruit in their respective countries.
- Collaborate with a variety of target language, cultural organizations, and media outlets to serve as a recruitment conduit. Insofar as is feasible, the proposed Charter School will recruit at cultural events hosted in the target languages. A sampling of these are noted below:
 - Associations/Organizations/Media Outlets: Alpine Village; Austrian American Club of Los Angeles; California Italian Chamber of Commerce; Fondazione Azzurra; Fondazione Italia; French American Chamber of Commerce Los Angeles; French-

- American Cultural Exchange (FACE Foundation), French Cultural Services Office (Los Angeles Consulate); French District South California; French Morning Los Angeles; German American Chamber of Commerce California; German-American League of Los Angeles; German World Bilingual Magazine; Goethe Institut Los Angeles; Italian Chamber of Commerce Los Angeles; Italian Cultural Institute of Los Angeles; L'Italo-Americano; Sister Cities International; and National Heritage Language Resource Center, The Phoenix Club.
- Cultural Events: City of Lights City of Angels (COLCOA) French Film Festival (Los Angeles, April); Feast of San Gennaro (September); Le French Festival (Los Angeles, July); Los Angeles Hispanic Heritage Festival (October); Oktoberfest (September–October); and Renaissance Pleasure Faire (Irwindale, April–May).
 - Explore immigration sponsorship options such as H-1B visas and green card pursuits to employ potential candidates and extend retention for otherwise qualified applicants.
 - Mentor language interns, translators, teaching assistants, and volunteers who are interested in teaching. Encourage said candidates to pursue a substitute credential, if they so qualify.
 - Maintain a database with potential applicants and provide said applicants assistance to become qualified for employment. To qualify to teach, candidates will undergo a detailed review by the Principal and a Board Committee to determine mastery of target language/academic language proficiency. Furthermore, target language teachers are required to possess a B-CLAD credential. Note: no B-CLAD credential currently exists for Italian. Therefore, in the absence of this authorization, those teaching in Italian will be required to produce proof of passing the Italian CSET. Issued by the California Commission on Teacher Credentialing, the Bilingual Authorization, formerly known as Bilingual Crosscultural Language and Academic Development (B-CLAD), authorizes a teacher to teach in a language other than English. To obtain this credentialing authorization, applicants must demonstrate academic proficiency in the language by completing a Commission-approved bilingual program at a California institution of higher education or by passage of the appropriate California Subject Examinations for Teachers: Language Other than English (CSET:LOTE) examinations. The proposed Charter School teacher job description, found in Element 5: Employee Qualifications, requires “BCLAD or equivalent credential.” Since a BCLAD is not available in Italian, those teachers may satisfy the “equivalency” by successful passage of the CSET:LOTE in Italian. Beyond the petition, references to the BCLAD are included in the rebuttals to the Findings of Fact for both Glendale Unified School District and Los Angeles County Office of Education. References were also included in supplemental documents such as the teacher staffing matrix.

Retention

Teacher and staff retention will be a focus and responsibility of both the Governing Board and the proposed Charter School administrators. Insofar as is feasible, teachers will be paid salaries

commensurate with their experience and comparable to GUSD. A competitive benefits program will be developed for teachers and staff to enhance retention and employment satisfaction (see [Element 1](#), *How Learning Best Occurs*, *Coalition of Essential Schools' 10 Common Principles*, Principle 9, Resources Dedicated to Teaching and Learning). As the Charter School matures, teacher and staff salaries and benefits will increase. Teacher and staff input will be valued as this is a core component of job satisfaction. Accordingly, they will be provided opportunities for shared decision making with the proposed Charter School principal (see [Element 1](#), *How Learning Best Occurs*, *Coalition of Essential Schools' 10 Common Principles* Principle 3, Personalization, and Principle 7, Tone of Decency and Trust). Faculty and staff members employed by the proposed Charter School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this petition, as well as an ability and motivation to work as part of a team with parental involvement. The proposed Charter School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the proposed Charter School concept.

Global diversity at the proposed Charter School will be a reciprocal process. Eligible administrators and teachers will be encouraged to apply to Exchange Programs endorsed by the United States Department of State, Bureau of Educational and Cultural Affairs. Said programs include: Educational Seminars for Educational Administrators, Teachers for Global Classrooms, Global Connections and Exchange, and Fulbright Distinguished Awards in Teaching Program.

B. Performance Evaluations

The Governing Board will evaluate the principal at least annually. Informal evaluations will be ongoing. Metrics which may be considered in the evaluation include:

- Fulfillment of responsibilities as enumerated in the job description;
- Fulfillment of California Professional Standards for Education Leaders;
- Implementation of the petition and adherence to its guiding principles;
- Development of successful academic programs and achievement of educational goals;
- Creation of a school atmosphere aligned to the Coalition of Essential Schools principles;
- Development of high parental and community involvement;
- Follow-through from informal observation feedback and constructive criticism; and
- Feedback from the school climate survey.

Teachers will be evaluated by the principal and/or administrative designee at least annually. New and struggling teachers may be formally evaluated on a more frequent basis. Informal evaluations will be ongoing. Metrics which may be considered in the evaluation include:

- Fulfillment of responsibilities as enumerated in the job description;
- Fulfillment of California Standards for the Teaching Profession;
- Adherence to the petition's guiding principles;
- Creation of a classroom atmosphere aligned to the Coalition of Essential Schools principles;
- Follow-through from informal observation feedback and constructive criticism; and
- Feedback from the school climate survey.

Classified and other personnel will be evaluated by the principal and/or administrative designee at least annually. New and struggling personnel may be formally evaluated on a more frequent basis. Informal evaluations will be ongoing. Metrics which may be considered in the evaluation include:

- Fulfillment of responsibilities as enumerated in the job description;
- Adherence to the petition's guiding principles;
- Contribution to a school atmosphere aligned to the Coalition of Essential Schools principles;
- Follow through from informal observation feedback and constructive criticism; and
- Feedback from the school climate survey.

If an evaluation reveals unsatisfactory job performance, a conference will be scheduled between the employee and supervisor to develop a written action plan detailing recommendations for improvement. The action plan will outline: specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review.

C. Assurances and Background Checks

The proposed Charter School shall comply with all applicable laws regarding criminal background checks, including Education Code §§ 45125.1 and 44237. The proposed Charter School will require its employees to be examined and determined to be free of active tuberculosis as described in Education Code § 49406 or AB 1667. Unsupervised volunteers will also be subjected to criminal background checks and tuberculosis clearance. The proposed Charter School will comply with State and Federal laws concerning the maintenance and disclosure of employee records. The proposed Charter School will comply with State and Federal mandates and legal guidelines relative to NCLB. Pursuant to Education Code § 47605(l), the proposed Charter School may avail itself of the flexibility provided with regard to teachers of noncore, noncollege preparatory courses.

D. Key Personnel Qualifications

Job descriptions, titles, and work schedules are reviewed and modified as necessary to meet the needs of the proposed Charter School and its students. The following is a list of all proposed Charter School employee classes/positions, including administrators, certificated staff, instructional support staff, and classified staff with job descriptions along with minimum and desirable qualifications:

- **Principal.** The principal serves as the instructional leader, chief fiscal officer, and the chief administrator the proposed Charter School and is responsible for the direction of the instructional program, staff performance, and the operation of the school plan.

Duties and Responsibilities include, but are not limited to:

- **Faculty and Instructional Program**
 - Develop and manage an articulated academic program;
 - Recruit highly qualified teachers;
 - Mentor and develop teachers to become leaders in the classroom and Charter School;
 - Observe and evaluate faculty on a regular basis;
 - Review instructional documents and provide feedback to teachers;
 - Design and review progress towards professional growth plan goals with teachers; and
 - In collaboration with others, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- **Students**
 - Ensure academic program meets compliance regulations around credit and course requirement;
 - Develop and implement an ongoing process for assessing students' needs (including delivery of internal and external benchmarks);
 - Implement student recruitment plan;
 - Coordinate standardized and internal testing and evaluation of students;
 - Design and implement a data-driven system to monitor and assess student achievement;
 - Develop and implement a student incentive policy; and
 - Manage student enrollment, attendance, and discipline policies and procedures.
- **Community & Communications**
 - Articulate the desired Charter School culture and provide evidence of success;

- Represent the proposed Charter School at meetings/forums;
 - Facilitate parent and family relations;
 - Manage relationships with external educational partners;
 - Develop and maintain relationships between parents, students, teachers, classified staff, community members, Charter School's Governing Board, and all other stakeholders;
 - Schedule and coordinate meetings, Charter School events, and workshops for Charter School constituencies;
 - Demonstrate an effective management skills, including collaboration, teamwork and delegation; and
 - Submit regular reports to the proposed Charter School's Governing Board on the progress of the school.
- School Operations
 - Collaborate with the leadership team to synthesize the proposed Charter School's vision, goals, and objectives into an annual operational plan;
 - Implement policies adopted by the proposed Charter School's Governing Board;
 - Develop and manage the instructional calendar;
 - Organize professional development programs;
 - Collaborate with the leadership team to coordinate support services, such as: transportation, food services, counseling, and compliance reporting;
 - Manage the faculty and staff to achieve a successful academic program and achievement of educational goals;
 - Provide instructional leadership to faculty;
 - Develop and implement the curriculum in adherence to the charter; and
 - Implement and model the professional standards of the proposed Charter School.

Qualifications include, but are not limited to:

- Education
 - An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
 - Coursework in multicultural education or equivalent study.
 - Coursework in culture, language, and methodology or equivalent study.
- Credentials
 - A California K-12 teaching credential and
 - an Administrative Services Credential authorizing K-12 service.
- Experience
 - At least five school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in K-12 teaching service.

In addition to or concurrent with the five years required above:

- At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12, inclusive.
- At least one year of service in an administrative or supervisory position utilizing an administrative credential, such as assistant principal or equivalent position.
- Knowledge, Skills, Abilities, and Personal Characteristics
 - Ability to communicate in one or more of the target languages;
 - Ability to secure the services of individuals who have the necessary background in curriculum, instruction, and assessment.
 - Knowledge of current instructional programs and curriculum;
 - Ability to lead, direct, and supervise teachers and staff, including sensitivity to what is appropriate in dealing with students, teachers, administrators, and the public;
 - Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
 - Ability to recognize, use, and credit ideas of others;
 - Recognition that differences in backgrounds present an educational challenge toward the improvement of working relationships;
 - Evidence of educational leadership at the elementary level, including the ability to: promote and provide opportunities for recognition, development, and leadership among students and colleagues; and work cooperatively with students, families, Charter School personnel, and community partners;
 - Professional growth appropriate for educational administration; awareness of and ability to recognize the effect of proposed or new local or state requirements on dual language programs; alertness in the perception of policy and information needs;
 - Understanding of and sensitivity to diversity in the school community and knowledge of resources and instructional materials related to diversity;
 - Knowledge of effective administrative and managerial practices and ability to implement them;
 - Leadership skill in facilitating group processes, including consensus building and conflict resolution;
 - Ability to communicate effectively with students, parents, peers, other personnel, and group;
 - Ability to direct the management activities associated with the positions of elementary school principal and middle school principal;

- Knowledge of proposed Charter School Governing Board policies and procedures, goals and objectives, organizational structure and functions, the California Education Code, proposed Charter School Governing Board rules, negotiated contracts, and consent decrees;
 - Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment;
 - Ability to compose and comprehend written communication;
 - Knowledge of and skill in budget preparation and control;
 - Ability to observe and evaluate subordinates' activities;
 - Mobility to traverse all areas of the worksite; and
 - Ability to travel to other sites/locations.
- **Assistant Principal/Lead Teacher.** The assistant principal (or lead teacher) will assist the principal in overseeing the development and day-to-day operations of the academic programs and school operations according to the specified goals of the charter petition. Duties and Responsibilities include, but are not limited to:

Duties and Responsibilities include, but are not limited to:

- Educational Leadership
 - Assisting in formulating, interpreting, and implementing the school's administrative policies;
 - Supervising instruction and activities;
 - Developing and improving instructional programs and student services, plan management, staff development, and community affairs; and
 - Performs other functions as necessary.

Qualifications include, but are not limited to:

- Education
 - An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
 - Coursework in multicultural education or equivalent study.
 - Coursework in culture, language, and methodology or equivalent study.
- Credentials
 - A California K-12 teaching credential and
 - an Administrative Services Credential authorizing K-12 service.
- Experience
 - At least four school years of successful full-time public school certificated position(s), with no fewer than three years of which must have been in teaching service.

- At least two school years of service in a certificated position(s) directly related to an elementary instructional program covering grades K through 8, inclusive.
- At least one year of verifiable experience in a non-classroom setting is preferred.
- Knowledge, Skills, Abilities, and Personal Characteristics
 - Ability to communicate in one or more of the target languages;
 - Leadership in the field of education and in securing community cooperation;
 - Capacity to lead, direct, and supervise fellow workers in education on a democratic basis;
 - Understanding of, and sensitivity to the needs of the various cultural and ethnic groups in the school community;
 - Ability to direct the management activities associated with the position of principal or assistant principal;
 - Knowledge of the Education Code, Charter School Governing Board policies and operating procedures, and negotiated agreements;
 - Facility in oral and written communication; and
 - Appropriate manner including poise, tact, good judgment, and ability to work effectively with GUSD personnel, community representatives, and students.
- **Teachers.** Teachers teach specific grades (or disciplines) for which they are appropriately authorized. Master teachers, who are experienced in dual language pedagogy, will mentor rookie and pre-service teacher interns. Teachers are selected by the principal on an application and interview basis. Selection of teachers is based on teaching experience, ability to teach in the target language, the degree of subject matter expertise, and ability to demonstrate classroom instructional capabilities.

Duties and Responsibilities include, but are not limited to:

- Instructional Process
 - Maintain current teaching certification as applicable;
 - Deliver instruction to students in assigned subjects;
 - Plan and implement a program of instruction that adheres to the proposed Charter School's philosophy, goals and objectives as outlined in the school charter;
 - Make purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task;

- Plan and implement a program of study designed to meet individual needs of students;
- Create a classroom environment conducive to learning by employing a variety of appropriate teaching strategies;
- Encourage student enthusiasm for the learning process and the development of good study habits;
- Prepare substitute folder containing appropriate information;
- Plan and prescribe purposeful assignments for teaching assistants, tutors and volunteers as needed;
- Demonstrate a strong grasp of subject matter; and
- Use effective oral and written expression in English and target language
- Student Evaluation
 - Recognize learning problems and make referrals, as appropriate;
 - Evaluate accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students' work, mastery skills checklists, criterion-referenced tests and norm-referenced tests;
 - Provide progress and interim reports as required; and
 - Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and State and Federal laws.
- Curriculum Development
 - Keep current in subject matter knowledge and learning theory and display willingness to share this knowledge for continual improvement of the school's curriculum;
 - Assist on the ongoing curriculum revision process, including the revision of written courses of study; and
 - Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities.
- Student Safety
 - Uphold consistently the proposed Charter School's policies for classroom management, student interaction, and student discipline;
 - Take necessary and reasonable precautions to protect students, equipment, materials and facilities;
 - Uphold responsibility as a mandated reporter to report any form of suspected child abuse and/or neglect;
 - Share responsibility during the school day for the supervision of students in all areas of the school; and
 - Provide for the supervision of assigned students when circumstances require a brief absence from the assignment.
- Public Relations

- Uphold and enforce Charter School rules and policies;
- Work cooperatively with parents to strengthen the educational program for their children; and
- Establish and maintain cooperative relationships with other staff members.
- Professional Growth
 - Develop and follow an annual professional development plan that includes clearly stated metrics of success;
 - Maintain membership in appropriate professional organizations;
 - Attend faculty and staff meetings as required;
 - Contribute to the intellectual capital of the proposed Charter School by asking questions and making suggestions for improvement; and
 - Maintain appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- Mentorship
 - Master Teachers will mentor rookie and preservice teachers

Qualifications include, but are not limited to:

- Education
 - An earned bachelor's degree from an accredited college or university; and
 - NCLB compliance for core, college preparatory subjects.
- Credential
 - A California K-12 credential or credential combination authorizing teaching service in the area and at the level of the assignment;
 - English Learner authorization; and
 - BCLAD or equivalent credential.
- Knowledge, Skills, Abilities, and Personal Characteristics
 - Thorough knowledge of and ability to conduct and implement a cognitively challenging instructional program as required by approved course of study;
 - Ability to differentiate instruction to meet diverse student learning needs;
 - Demonstrate academic language proficiency in targeted language;
 - Ability to cooperate with the school faculty and administration in the development of a coherent program of instruction;
 - Ability to work effectively with students, parents, staff members, and community representatives in providing a rigorous educational program;
 - Thorough knowledge of content and pedagogy necessary for effective instruction; enthusiasm for, and imagination and creativity in teaching

the necessary skills for academic success; and commitment to the education of all students;

- Understanding of the physical, intellectual, social, and emotional developmental growth patterns of students;
 - Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups;
 - Ability to communicate effectively including giving clear concise instructions, using academic language, and appropriate level of delivery, and listening without bias and providing appropriate feedback/reinforcement;
 - Ability to compose and comprehend written communication;
 - Ability to properly use and to care for the materials, supplies, and equipment employed in teaching;
 - Appropriate personal appearance, cleanliness, and manner; and
 - Poise, tact, and good judgment, and commitment to the education of all students.
- **Instructional Aides.** Instructional aides provide instructional support and assistance to teachers and other certificated personnel.

Duties and Responsibilities include, but are not limited to:

- Assists teachers or other certificated personnel in preparation for, carrying out, and following up on instruction to individual or small groups of students as assigned; may also assist with instructional materials, audio-visual equipment, and the maintenance of student records;
- Assists teachers, the leadership team, and/or staff with maintaining control of assigned classes to ensure a suitable learning environment, both in classrooms and on Charter School grounds;
- May be assigned limited responsibility to teach specific subject matter, in which the teacher assistant has special skills or training, to a small group of students, under the immediate supervision of a teacher or other certificated personnel; and
- Performs other functions as necessary.

Qualifications include, but are not limited to:

- Education and Experience
 - Possession of a high school diploma or GED.
 - Preferred candidates will meet one of the following:
 - Possess an Associate of Arts (AA) degree or higher from a recognized college or university **or**
 - Obtain a passing score on the CBEST **or**

- Complete 60 semester units or 90 quarter units from a recognized college or university.
- qualified for an internship program such as Amity's internship program or other programs sponsored by the various consulates.
- Knowledge, Skills, Abilities, and Personal Characteristics
 - Understanding of the physical, intellectual, social, and emotional growth patterns of students;
 - Ability to properly use and to care for teaching materials, supplies, and equipment;
 - Appropriate appearance and cleanliness;
 - Commitment to the education of students;
 - Appropriate manner, including poise, tact, and use of good humor;
 - Oral and written communication skills; and
 - Ability to work effectively with all racial, ethnic, language, disability, and socioeconomic groups.
- **Campus Monitor.** Assists in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others on a school campus and at bus loading points at the direction of a school administrator or teacher.

Duties and Responsibilities include, but are not limited to:

- Patrols school corridors, locker rooms, rest rooms, assembly and athletic facilities, gymnasiums, bus-loading areas, and other campus locations in order to observe student behavior and prevent violations or unsafe activities.
- Provides information to school administrators regarding causes and effects of campus and community tension.
- Gathers information and provides advice regarding student activities.
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May discuss with student groups issues relating to narcotics, gambling, attendance, gang activities, vandalism, safety, and community relations.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.
- May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups.
- May assist a certificated employee in supervising students during field trips and special events.

- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs.
- May deliver, set up, lay out, or collect equipment and other materials.
- Performs related duties as assigned.

Qualifications include, but are not limited to:

- Education and Experience
 - Possession of a high school diploma or GED.
 - Preferred candidates will meet one of the following:
 - Possess an Associate of Arts (AA) degree or higher from a recognized college or university **or**
 - Obtain a passing score on the CBEST **or**
 - Complete 60 semester units or 90 quarter units from a recognized college or university.
 - qualified for an internship program such as Amity's internship program or other programs sponsored by the various consulates.
- Knowledge, Skills, Abilities, and Personal Characteristics
 - Understanding of the physical, intellectual, social, and emotional growth patterns of students;
 - Ability to properly use and to care for teaching materials, supplies, and equipment;
 - Appropriate appearance and cleanliness;
 - Commitment to the education of students;
 - Appropriate manner, including poise, tact, and use of good humor;
 - Oral and written communication skills; and
 - Ability to work effectively with all racial, ethnic, language, disability, and socioeconomic groups.
- **Special Education Coordinator.** The Special Education Coordinator coordinates, implements, and monitors legal and special education policy compliance activities regarding students with disabilities eligible for special education.

Duties and Responsibilities include, but are not limited to:

- Develops and coordinates measurement, scheduling, training, implementation, and monitoring procedures and activities for school compliance reviews;
- Coordinates and provides services necessary for IEP compliance;
- Arranges for the teacher(s) of the student to attend IEP reviews;
- Communicates with parents about progress made toward attaining the goals stated on the student's IEP, and informs them of due process procedures and rights;

- Completes the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Consults regularly with the principal to ensure that the objectives and goals of students with IEP's are being met;
- Assists in the implementation of special education consent decrees and the development of compliance policies, procedures, and communications;
- Develops relevant training and monitoring systems;
- Coordinates and serves as a consultant for the implementation, monitoring, and evaluation of special education instructional programs to meet Federal, State, and SELPA compliance standards at all grade levels;
- Provides assistance and support in the investigation and resolution of complaints related to special education compliance;
- Participates in, and contributes to, the development and revision of comprehensive special education policies and procedures;
- Prepares monitoring reports and other written material for submission to the California Department of Education, GUSD administrative offices, and other agencies as may be appropriate; and
- Performs other functions as necessary.

Qualifications include, but are not limited to:

- Education
 - An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university
 - Coursework in multicultural education or equivalent study; and
 - Coursework in culture, language, and methodology or equivalent study.
- Credential
 - A California K-12 credential authorizing special education service.
 - English Learner authorization.
 - Bilingual competency and/or certification, is preferred.
- Knowledge, Skills, Abilities, and Personal Characteristics
 - Knowledge of the fundamental principles and accepted practices, current trends, literature and res
 - Knowledge of special education curriculum, instructional objectives, and best instructional methods and strategies;
 - Knowledge of Federal, State and local policies, rules, laws, regulations, and legislation pertaining to special education including the Federal Corrective Action Plan (FEDCAP) for California, consent decrees, consent decree action plans, the Individuals with Disabilities Education Improvement Act (IDEIA), State of California Special Education Regulations, and District special education policies;

- Ability and integrity in dealing with confidential matters;
 - Ability to provide leadership including decision-making, problem-solving, and delegation of authority;
 - Ability to work effectively and cooperatively with diverse racial, ethnic, socioeconomic, linguistic, and disability groups;
 - Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment; and
 - Leadership skill in facilitating group processes, including consensus building and conflict resolution.
- **Director of Curriculum and Instruction.** The Director of Curriculum monitors the academic activities of the proposed Charter School such as: curriculum, instruction, assessment, professional development.

Duties and Responsibilities include, but are not limited to:

- Provide ongoing professional development in common core state standards, assessment, RTI², SDAIE, and other relevant instructional strategies;
- Support teachers in making the demands of the discipline accessible to students with instructional challenges;
- Collect and monitor the academic growth of the student body through available data;
- Train teachers how to read data and how to use it in planning and driving the school's curriculum and strategic plan;
- Assist in selecting texts, materials, and refining curriculum;
- Assist in the development and alignment of instructional pacing guides, unit plans, lesson plans, and overall curriculum;
- Assist in the development of reports such as the School Accountability Report Card, Single Plan for Student Achievement, WASC Self-Study and IB Authorization, should IB be implemented; and
- Performs other functions as necessary.

Duties and Responsibilities include, but are not limited to:

- Education
 - An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
 - Coursework in multicultural education or equivalent study.
 - Coursework in culture, language, and methodology or equivalent study.
- Credentials
 - A California K-12 valid teaching credential.

- An Administrative Services Credential authorizing K-12 service is preferred.
- Experience
 - At least four school years of successful full-time public school certificated position(s), with no fewer than three years of which must have been in teaching service;
 - At least two school years of service in a certificated position(s) directly related to a elementary instructional program covering grades K through 8, inclusive; and
 - At least one year of verifiable experience in a non-classroom setting is preferred.
 - At least three years of experience in an IB program, preferred, should IB be implemented.
- Knowledge, Skills, Abilities, and Personal Characteristics
 - Thorough knowledge of and ability to conduct and implement a cognitively challenging instructional program as required by an approved course of study;
 - Ability to differentiate instruction to meet diverse student learning needs;
 - Ability to cooperate with the school faculty and administration in the development of a coherent program of instruction;
 - Ability to work effectively with students, parents, staff members, and community representatives in providing a rigorous educational program;
 - Thorough knowledge of content and pedagogy necessary for effective instruction; enthusiasm for, and imagination and creativity in teaching the necessary skills for academic success; and commitment to the education of all students;
 - Knowledge of the International Baccalaureate course structure, preferred;
 - Understanding of the physical, intellectual, social, and emotional developmental growth patterns of students;
 - Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups;
 - Ability to communicate effectively including giving clear concise instructions, using academic language, and appropriate level of delivery, and listening without bias and providing appropriate feedback/reinforcement;
 - Ability to compose and comprehend written communication;
 - Ability to properly use and to care for the materials, supplies, and equipment employed in teaching;
 - Appropriate personal appearance, cleanliness, and manner; and

- Poise, tact, and good judgment, and commitment to the education of all students.
- **Office Manager.** Manages and advises on financial matters and accounting procedures pertaining to student body funds, cafeteria collections, and other authorized collections.

Duties and Responsibilities include, but are not limited to:

- Collects, counts, records and deposits all monies for field trips, fundraising, and any other source involving monetary activity; posts and maintains accurate ledgers for internal funds;
- Reviews and sorts mail; date stamps invoices and statements; establishes and maintains control procedures for processing incoming correspondence and action documents; maintains files of financial transactions and related correspondence in accordance with approved retention schedules;
- Develops and monitors purchase orders; prepares credit applications with vendors; purchases approved items; verifies that items ordered are received;
- Codes invoices/statements, collates appropriate backup documentation and routes for account payable processing; processes reimbursements; submits school bills for payment; reconciles check register; prepares check register for proposed Charter School Governing Board agenda review;
- Contacts vendors, administrative offices and financial institutions to resolve problems or discrepancies related to accounts, balances, purchases and payments;
- Assists in budget and audit development; monitors budget line items for variances;
- Tracks and coordinates maintenance of equipment; develops and maintains property inventory;
- Coordinates minor facility concerns and repairs;
- Coordinates payroll transactions and transmits appropriate reports; disseminate paychecks and paystubs;
- Calculates monthly employer and employee CalSTRS contributions; coordinates with CalSTRS consultant to ensure appropriate retirement reporting; prepares voucher for payment to LACOE;
- Disseminates, collects, and monitors free/reduced lunch applications; determines eligibility for free/reduced lunch; provides qualifying notices to applying families;
- Coordinates menu with food service provider; certifies meal plan; orders and monitors meals delivered; processes monthly reimbursement claim with National School Lunch Program;

- Advises principal regarding internal compliance, account balances, audit findings, and site policies and procedures related to accounting and financial management and
- Performs other functions as necessary.

Qualifications include, but are not limited to:

- Education:
 - Possession of a high school diploma or GED.
 - Experience
 - Five years of progressive office experience.
 - Knowledge, Skills, Abilities, and Personal Characteristics
 - Accounting practices and procedures;
 - Office practices, procedures, and management techniques;
 - Principles and terminology of purchasing;
 - Budget procedures;
 - Sales, withholding, and federal and state employment tax regulations;
 - Statistical and arithmetical presentation of data;
 - Basic principles of office computer operation;
 - Spreadsheet and word processing programs;
 - Operate office computer, calculator, and other office machines;
 - Follow established administrative procedures;
 - Technically supervise and coordinate the work of students assisting in a student body activity;
 - Establish and maintain effective relations with students and school employees;
 - Conduct business and maintain favorable relations with vendors; and
 - Exercise independent judgment and apply sound business practices to student body financial activities.
- **Counselor.** Provides counseling services to students for the early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment.

Duties and Responsibilities include, but are not limited to:

- Identify and provide advocacy, child welfare, and attendance services to students;
- Facilitate student achievement by preventing students dropping out, improving their social adjustment, and adding to their sense of stability;
- Identify, assess, and provide clinical intervention to students with behavioral, social, and attendance issues for appropriate school-based and community services;

- Have knowledge of and ability to utilize effective group and individual counseling skills and techniques;
- Provide counseling services and on-going case management to targeted students and their families;
- Participate in the development and revision of policies and procedures relating to safety, violence prevention, and the welfare of students;
- Protect the educational rights of at-risk students, foster-care, homeless students, pregnant and parenting teens, and other disenfranchised youth by linking them to the appropriate services and advocating on their behalf;
- Participate in the development, planning, and implementation of multidisciplinary and integrated learning support services such as Student Success Team (SST), Resource Coordinating Team (RCT), School Attendance Review Team (SART), and Dropout Prevention and Recovery Team;
- Initiate referrals for parents and students to appropriate community agencies when their needs are beyond the scope of the school; work cooperatively with these and other agencies on a continuing basis regarding aspects of the student's problems which may affect school adjustment;
- Develop and maintain school-site attendance plan and motivation/incentive programs;
- Promote the development and involvement of community partnerships;
- Participate in crisis response as may be necessary;
- Provide leadership in facilitating group processes, including consensus building and conflict resolution;
- Assist in the coordination of standardized assessments including: California English Language Development Test (CELDT/ELPAC) and Smarter Balanced (SBAC);
- Assist students with institutions of higher education processes such as college applications and financial aid;
- Assist in the development of the master schedule and assign students to appropriate classes. Modify student schedules as may be necessary; and
- Develop and implement training as needed for school staff.

Qualifications include, but are not limited to:

- Education
 - An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
 - An earned Pupil Personnel Service Credential from the CTC.
 - Coursework in multicultural education or equivalent study.
 - Coursework in culture, language, and methodology or equivalent study.
- Experience

- At least two school years of successful full-time public school certificated position(s).
- Knowledge, Skills, Abilities, and Personal Characteristics
 - Knowledge of and experience in the use of counseling and guidance techniques with elementary students;
 - Ability to work effectively and cooperatively with colleagues, other personnel, and community representatives and agencies;
 - Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts;
 - Knowledge of uses, interpretation, and limitations of standardized individual and group tests;
 - Ability to communicate effectively with students, parents, and personnel;
 - Ability to work effectively with students in an advisory capacity and with adults in a consultative role;
 - Understanding of the relationship between the total education program and counseling/guidance services;
 - Understanding of the physical, intellectual, social, and emotional growth patterns of students;
 - Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups;
 - Ability to compose and comprehend written communication;
 - Ability to travel to other sites/locations;
 - Mobility to traverse all areas of the worksite and
 - Ability to use word processing, spreadsheet, and presentation software.
- **Other Certified Staff/Substitute Teachers.** A list of day-to-day substitutes will be established and maintained. The proposed Charter School will also establish relationships with educational staffing agencies to fill as-needed teaching assignments.
- **Office Personnel.** Support office personnel are selected by the principal on an application and interview basis. Selection is based on the ability to perform the job duties for that position.

Office personnel duties include, but are not limited to:

- Answering telephones;
- Filing documents and reports;
- Enrolling students;
- Managing/monitoring office operations;
- Ordering and purchasing office and classroom supplies, and vendor management;

- Developing and implementing clerical and administrative procedures for daily Charter School operations;
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned; and
- Bilingual translation and communication with parents and community.

Element 6: Health and Safety of Pupils and Staff

Governing Law: *The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code § 47605(b)(5)(F).*

The proposed Charter School is committed to providing a safe, nurturing, healthy, and protective atmosphere in which every member of the community will grow and prosper. The proposed Charter School will ensure the safety of the students and staff by complying with the current GUSD charter school standards and policies for health and safety as well as all state and federal laws, including Education Code § 44237. The proposed Charter School will develop and implement appropriate and comprehensive health and safety procedures and risk management policies, designed in consultation with its insurance carrier(s) and risk management experts. The proposed Charter School will train its employees on the health, safety, and emergency procedures, including child abuse awareness and reporting and shall conduct emergency drills for students and staff.

A. Health and Safety Policies

Criminal Background Checks and Fingerprinting

The proposed Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with Education Code §§ 44237 and 45125.1: 1) its employees and candidates thereof, 2) employees of vendors or independent contractors providing school site services who may have unsupervised contact with students, and 3) volunteers who will be performing services that are not under the direct supervision of a proposed Charter School employee. All volunteers will be subject to TB testing and Department of Justice clearances. The proposed Charter School shall maintain on file that it has performed criminal background checks and cleared for employment all employees prior to employment. The proposed Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. The proposed Charter School shall comply with the California Department of Justice agency and Custodian of Record guidelines. The designated Custodian of Records shall be responsible for the security, storage, dissemination, and destruction of criminal records furnished to the School and will serve as the primary contact for the California Department of

Justice. The Principal and a member of the Board will be designated as a Custodian of Record. Other designee(s) may also be additionally designated as appropriate, in addition to the Principal and Board member.

Role of Staff as Mandated Reporters

The proposed Charter School will adhere to the requirements of California Penal Code § 11166 regarding child abuse reporting and AB 1432 regarding required child abuse and neglect mandated training. The proposed Charter School staff must report to the proper authorities if they suspect: sexual assault; neglect; willful cruelty or unjustifiable punishment; cruel or inhuman corporal punishment or injury; and/or abuse in out-of-home care.

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. The principal will work with faculty and staff members to make sure appropriate steps are taken if a mandated reporting situation occurs. Training will reinforce: 1) that it is the employee’s duty and responsibility to report any reasonable suspicions of child abuse and/or neglect; and 2) failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both.

Staff will not be made to investigate any incident, only report to the principal and/or proper authorities. Suspected cases of child abuse may be brought to the principal or his/her designee for consultation. The proposed Charter School staff will complete a written report of the situation and immediately notify the Department of Children Services. If necessary, the Glendale Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Glendale Police Department since the reporter will be most knowledgeable of the situation.

Should it be necessary to remove the child from the the proposed Charter School, proposed Charter School staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent(s) and/or guardian(s).

Immunizations and Health Screenings

As indicated in the previous element, the proposed Charter School will require its employees to be examined and determined to be free of active tuberculosis as described in Education Code §

49406 or AB 1667. Unsupervised contractors and volunteers will also be subjected to tuberculosis clearance. All volunteers will be subject to a Tuberculosis (TB) risk assessment prior to initial volunteer assignment and all volunteers will be subject to TB testing as required by California Education Code Section 49406(m). The proposed Charter School will maintain tuberculosis clearances on file.

Students shall be required to provide records documenting immunizations as is required by Health and Safety Code and California Code of Regulations. Students will be screened for vision, hearing and scoliosis as is required by Education Code § 49450 *et seq.* Communicable disease inspection will be conducted periodically. A student suspected of carrying a communicable disease will be excluded from the proposed Charter School until guidelines for readmission are met. For outbreaks of lice, the proposed Charter School shall follow the suggested preventative routines outlined by the Los Angeles County Health Department.

Pursuant to Education Code § 49452.7(a), the proposed Charter School shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming seventh grade pupils. The information sheet shall include, but shall not be limited to, all of the following: 1) A description of type 2 diabetes; 2) A description of the risk factors and warning signs associated with type 2 diabetes; 3) A recommendation that pupils displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes; 4) A description of treatments and prevention methods of type 2 diabetes; and 5) A description of the different types of diabetes screening tests available.

Medication in School

The proposed Charter School will adhere to Education Code § 49423. Students may receive assistance from designated staff and/or may carry and/or self-administer medication, pursuant to medical advice. Parents must bring prescribed medication(s) to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing the proposed Charter School staff to administer medication(s). Designated staff will put the medication(s) in a locked cabinet or refrigerator, as may be needed for medication(s) requiring refrigeration. Designated staff will log medication administration times for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. This may include calling for students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff may provide parents with a notice to alert them that additional medication will soon be necessary.

B. Site Compliance: Workplace Safety and Wellbeing

The proposed Charter School will comply with Education Code § 47610. Moreover, it agrees to comply with applicable building and health and safety codes. The proposed Charter School shall be a drug, alcohol, and tobacco free workplace. The proposed Charter School will develop a Wellness Policy as is required by the National School Lunch Program. The Wellness Policy will include: nutrition education, School meals, and staff wellness. In support of the Wellness Policy, the proposed Charter School will encourage the establishment of a staff committee to assist in identifying and supporting, the health, safety, and wellbeing of staff.

The proposed Charter School will meet State and Federal guidelines for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. Employees will be trained in the dangers of and response to bloodborne pathogens as prescribed by the Occupational Safety and Health Administration. When exposed to blood or other bodily fluid through injury or accident, staff and students shall follow the appropriate disinfecting procedures.

The proposed Charter School will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will be requested to report any unsafe conditions or potential hazards. If an employee suspects a concealed danger is present on the proposed Charter School's premises, or in a product, facility, piece of equipment, process, or business practice for which the proposed Charter School is responsible, the employee will bring it to the attention of their supervisor or principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the principal regarding the problem.

The proposed Charter School is committed to providing an environment that is free from sexual harassment, as well as any harassment based upon the protected classes previously discussed in element 4/D. The proposed Charter School's employees will be trained on workplace harassment as is prescribed by law.

Employees will be encouraged to report any workplace injury or accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported. The proposed Charter School will carry the appropriate insurance to cover injuries.

C. Health and Safety Plan

The proposed Charter school will keep on file an up-to-date School Health and Safety Plan. The school staff will be trained annually on the safety procedures outlined in the plan. On a periodic basis, the proposed Charter School may issue rules and guidelines governing workplace safety and health. Employees will familiarize themselves with the rules and guidelines as strict compliance will be expected. Components of the plan are described below.

Emergency Preparedness Procedures

The proposed Charter School will comply with applicable laws and requirements regarding campus safety in the event of an emergency. It will ensure that specific policies and procedures are clearly delineated. Staff will be appropriately trained and will understand their role in the event of an emergency.

Fire Drills

Fire drills will be conducted as prescribed by law. Designated personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will ensure that windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will link themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Earthquake and Disaster Preparedness

The proposed Charter School will participate with the Great ShakeOut earthquake drill conducted annually in October. Other disaster drills will be conducted as prescribed by law. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from

the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement or a visible signal from a member of the leadership team.

In the case of a real earthquake or other disaster, everyone must engage in the “duck and cover” routine immediately and remain in position until it is determined that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of lockdowns or disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The proposed Charter School site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Bomb Threats

If an employee receives a bomb threat, the employee receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the leadership team will make a decision whether an immediate evacuation is warranted. If an evacuation is conducted, the office personnel will coordinate information requests to and/or from law enforcement and parents and guardians. If an immediate evacuation is not warranted, the principal or designee will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. Unassigned staff will report to the office for assignments such as searching offices, bathrooms, and other common areas, including outdoor facilities.

Unplanned Evacuations

A disaster of a significant nature may require the evacuation of the proposed Charter School. Immediately upon notification by outside authorities that the proposed Charter School must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will coordinate the evacuation. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will link themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities will be searched by unassigned staff members previously designated by the administrative staff. Once at the designated evacuation site, teachers and other staff will ensure that students find their respective teachers. Teachers will then take roll to ensure that students are accounted for. The names of missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions. Teachers will be expected to stay with their classes for the duration of the emergency.

Students will remain with their teachers at the designated evacuation site until the principal or designee gives the "all clear" signal. In the event students cannot return to the school site, the principal or his/her designee will notify parents and/or the media as to where the students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

Immunizations

All students who enroll for the first time must demonstrate, such as with a Mantoux (PPD) test or with a tuberculosis risk assessment, that they are free of active tuberculosis. Students must also provide evidence of the following immunizations: polio (four shots), DPT (five shots), MMR (two shots), hepatitis B (three shots). The office will review immunization records for compliance. Students who do not meet the state requirements will be excluded from school until these requirements are met. Documentation from a physician is required for all waived immunization requirements.

Injuries

If a child sustains any type of major injury (e.g., a broken bone), a note from their doctor is required before child may return to school. Students needing any supportive appliances (crutches, cast, wheelchair, etc.) must also have a written order from the prescribing physician. Children with cast and splints are not allowed to participate in physical education activities, but alternative activities are arranged until the cast or splint is removed.

Head Lice

Children with head lice are excluded from school until all nits/eggs are removed and clearance is given for the child to return to class. Parents will be requested to notify the school if their child has a confirmed or suspected case of lice.

Special Medication

Children may only receive medication during school hours with a written request from the parent/guardian and from the physician who is responsible for the medical management of the child. Parents are urged, however, to request that the physician develop a schedule in which taking medication in school is minimized or eliminated. Request should be processed through the office. All medications must be stored at school in the original prescription bottle, labeled with dosage instructions, and be administered in the office. No student may carry his or her own medication or take medication unsupervised except in the case of inhaler where the doctor has given permission. If a child takes medication regularly during non-school hours, you should leave a short term supply in the office to be used in case of an emergency, such as an earthquake.

Food Service and other Auxiliary Services Safety

One aspect of holistic education is teaching healthy lifestyle choices. Good nutrition is vital to a child's physical, emotional, and academic development. Those concerned about the wellness of children should spread a common message to the community, that a child's healthy body and mind has a foundation in the food and beverage choices made available at school and elsewhere. The proposed Charter School will follow Department of Health and National School Lunch Program guidelines in its food service program operation and will bid out the food service program via Requests for Proposals (RFP). The food service contract will be forwarded to the California Department of Education's School Food Service Contracts Unit for review, pursuant to Title 7, CFR Section 210.19(a)(5). Vendor selection must consider equipment needs of the vendors and compliance with National School Lunch Program guidelines and ability to meet

Federal reimbursement rates. Contractor's personnel for food service, special education, or other needed service will follow the fingerprint and tuberculosis clearance previously described.

Safe Place to Learn Act

The proposed Charter School will comply with the Safe Place to Learn Act, as previously described in element 4, section F.

Federal Education Rights and Privacy Act (FERPA)

The proposed Charter School will follow the guidelines detailed in the Federal Education Rights and Privacy Act, including the annual notice requirement. A sample of the annual notice is found at the end of this element.

Conditions for Classroom Visitation and Removal

The Governing Board will adopt a Classroom Visitation and and Removal policy to empower the principal to remove disruptive persons. A sample of the policy is found at the end of this element.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a school bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call 202-260-3887 or visit <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

**CONDITIONS FOR CLASSROOM AND SCHOOL VISITATION
AND REMOVAL POLICY**

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

a California Nonprofit Public Benefit Corporation

International Studies Language Academy (ISLA) encourages parents, guardians, and interested members of the community to visit the school and view the educational programs. Since ISLA also endeavors to create a safe environment for all stakeholders which is conducive to the learning process, parents and other visitors must adhere to the following policy in order to maximize the safety of the students and minimize the disruption to the education environment.

Parents, guardians, and other visitors, including children who are not students at ISLA shall not loiter on school premises, including the parking lot and patio. The front of the school may be used for picking up and dropping off students. Parents, guardians, and other visitors are expected to leave campus premises upon the conclusion of any business matters or after picking up or dropping off their child(ren) at school. If a parent, guardian, or other visitor wishes to visit ISLA to view the educational program, the visitor must comply with the following procedures, which have been developed to ensure the safety, of students and staff as well as to minimize interruption of the instructional program, pursuant to California Penal Code Sections 627 *et seq.*:

1. Visits during school hours should first be arranged with the teacher and the parent coordinator, at least three days in advance. If a conference is desired, an appointment should be set with the parent coordinator or teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the principal or designee.
2. All visitors shall register in the front office immediately upon entering the school building when during regular school hours. When registering, the visitor is required to provide his/her name, address, his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the principal or designee may design a visible means of identification for visitors while on school premises.
3. The principal or designee may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its

students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

4. The principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the schools, its students, teachers, or its other employees.
5. The principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the principal, principal's designee, or the governing board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the principal or governing board president within five days after the denial or revocation. The principal or board president shall promptly mail a written hearing. A hearing before the principal shall be held within 10 days after the principal receives the request. A hearing before the board shall be held at the next regularly scheduled governing board meeting after the board president receives the request.
7. The principal or designee shall seek the assistance of law enforcement in dealing with or reporting any visitors in violation of this policy.
8. At each entrance of the school, signs shall be posted specifying the hours during which registration is required, stating where the office of the principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
9. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and principal's written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave,

he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the county jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the school's pursuit of a restraining order against such visitors which would prohibit him/her from coming onto school grounds, or attending school activities for any purpose for a period of up to three (3) years.

Element 7: Racial and Ethnic Balance

Governing Law: *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code § 47605(b)(5)(G).*

Diversity is a core value of ISLA. Students from various racial and ethnic groups so as to achieve a balance that. Diversity is an inherent value at the proposed Charter School. Students will be recruited from various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of of GUSD. The proposed Charter School will also endeavor to recruit an economically diverse student population.

Prior to submitting this petition, representatives from the proposed Charter School set out to establish both community interest and support for the future School's mission and educational model. A diverse and dedicated committee of founding parents and community participants has established substantial interest from interested families. The proposed Charter School also anticipates to develop relationships with organizations that support the mission of the proposed Charter School, as previously described.

Recruitment Partnerships

The partnership building process, which has already begun, includes:

- Research, examine, and list all community service organizations, schools, religious and ethnic organizations, libraries, parks, community gathering places serving the people within the target geographical boundaries of southern Glendale.
- Utilize different language fluencies to best communicate with the populations in the area. If school leaders are not themselves proficient in the needed languages, a translator will be involved at the communication processes, and will translate school and recruitment materials, as necessary. The School anticipates to translate recruitment documents in the target languages.
- Meet with leadership of previously identified elementary and middle schools to arrange informational meetings with the parents to educate them about the proposed Charter School option.
- Identify local community organizations, such as YMCA and YWCA. Meet with leadership of these organizations to facilitate meetings with families of school-age children.

- Contact leadership of local libraries, post offices, supermarkets, drugstores and other local businesses to enable leaving fliers and brochures about the proposed Charter School for local residents to access.
- Identify local religious and ethnic programs. Arrange informational meetings with the parents to educate families about the proposed Charter School.

Community Outreach Activities

Community outreach activities will include: informing leaders and their constituents and clients on the School's purpose, programs, and services; actively engaging with the community to understand the needs, questions, and concerns of community members; and fostering an ongoing mutually beneficial relationship with other organizations that are serving the community.

These organizations will assist in the outreach process and may provide opportunities to conduct workshops with prospective parents at their facilities or reach parents in various and nontraditional modes. Parent meetings and information tables, as well as a dedicated area for information and enrollment packets, are anticipated. In addition to utilizing the existing structures of organizations that serve the community, school leadership will publicize the proposed Charter School to potential parents at community events, fairs, and festivals.

Multilingual information sessions will be provided to ensure that all potential families are included. Every effort will be made to ensure that school representatives present speak a variety of languages. The principal or designee will lead meet and greet or town hall sessions for prospective and/or interested families. The proposed Charter School will also advertise its programs through its website and other relevant digital media.

Once the proposed Charter School is in operation, the principal will develop an outreach calendar, including onsite open houses, to continue family outreach activities. The calendar will include opportunities for training parents to assist with outreach endeavors. The principal will continue to work with local organizations and businesses in supporting the school and its families. The principal will make annual evaluation of racial/ethnic balance, and make adjustments to outreach, as needed.

Element 8: Admission Requirements

Governing Law: *Admission requirements, if applicable. Education Code § 47605(b)(5)(H).*

A. Assurances

The proposed Charter School will be a school of choice. Pursuant to Education Code § 47605(f), no student will be required to attend the proposed Charter School. As a non-sectarian, tuition-free public school, the proposed Charter School will admit all grade-level eligible pupils who wish to attend the proposed Charter School, up to the School's capacity, in accordance with Education Code § 47605(d)(2)(A). In such cases wherein demand exceeds space, a public random drawing/lottery shall be performed as described below.

The proposed Charter School shall comply with Education Code § 47605(d)(1) and shall not charge tuition, nor discriminate against any pupil on the basis of the characteristics listed in Education Code § 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other status that would violate federal or state law) prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The proposed Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this petition.

The proposed Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The proposed Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

In accordance with Education Code § 48000(a), children must meet minimum age requirements for enrollment. Students entering kindergarten must be five years of age on or before September 1st. The proposed Charter School will comply with any future amendments to the Education Code

or other regulation regarding minimum age for public school admission. Proof of the child's age must be presented at the time of enrollment as described in Education Code § 48002.

B. Application Process

The proposed Charter School shall require parents and guardians who wish to enroll their child at the proposed Charter School to complete an application form. Applications will be accepted each year throughout January and February. Application forms will be made available at the proposed Charter School and at any venue wherein a parent information meeting is held throughout the open enrollment period. Pursuant to Assembly Bill 276, applications will include an informational item about health insurance requirements and Covered California. The proposed Charter School will avail itself of the resources provided at <http://hbex.coveredca.com/toolkit/school-educator/> to enhance compliance with this California mandate. Families will be encouraged, but not required to attend, a parent information meeting to fully understand the purpose of the proposed Charter School and its educational programs.

Submitted application forms will be date and time stamped. Student names will be added to an application roster to track receipt. If by the close of open enrollment, the number of application forms received is less than the number of spaces available, all applicants will be accepted and enrolled in the school, upon submission of an enrollment packet. Subsequent application forms will be accepted until capacity is reached. Late applications for admission may result in the loss of opportunity for admission preferences as listed below. However, late applications for admission will be saved in the event the waitlist is otherwise completely exhausted.

C. Random Public Lottery

Following the open enrollment period each year, applications shall be counted to determine whether any target language grade level or program has received more applications than available capacity. If the number of students who wish to attend a specific language program exceeds that program's capacity, except for existing students of the proposed Charter School, enrollment shall be determined by a random public lottery/drawing. Students who are already enrolled in the proposed Charter School will have guaranteed admission in the following school year, up to the last grade serviced, so long as continuous enrollment status has been maintained.

Two lottery pools, each comprising of 50% of available spaces per grade, will be created for each of the four target languages: French, German, Italian, and Spanish. One pool will be for students seeking admission through target language dominance. The other pool will be for students who are not target language dominant. This comprises a total of eight pools per grades kindergarten

through eighth grade. The results of any language assessment will not be used to deny admission to the proposed Charter School, but may be used to determine the proper placement of a pupil.

In accordance with Education Code Section 47605(d)(2)(B), admission preferences are stated in the following order: (1) pupils currently attending ISLA, and (2) pupils who reside within the boundaries of GUSD. Additional preferences beyond (1) and (2) may be permitted by the SBE as the chartering authority and only if consistent with the law.

If unfilled spaces remain available in any of the eight target language pools, said spaces may be filled by the corresponding grade level target language pool (language dominant or non-language dominant) applicants. Such spaces shall first be filled by students who have admission preferences as described above. If both grade level target language pool applicants have been exhausted, applicants in any of the other target language pool waitlists may be invited to apply for the remaining openings.

Families who submitted a completed application form prior to the February deadline will be notified regarding the date, time, and location of the public lottery, and rules for the lottery process. The lottery drawing will be held on the school grounds in March, except the first year when it may be hosted at another location. The lottery will be held at a venue that is large enough to accommodate interested participants.

The proposed Charter School will conduct a lottery that is public, transparent, and fair. An uninterested third-party will be charged with conducting the lottery. Parents do not need to be present at the lottery in order to participate. The proposed Charter School will retain the following documents to demonstrate that the lottery was conducted fairly: information session agenda(s)/notice(s); submitted lottery forms; list(s) of students per lottery pool; and sign-in sheet(s) for the public random drawing.

D. Admission Notification and Enrollment

Results will be published online and posted in hard copy at previously determined locations. Students who were not granted admission due to capacity shall be given the option to select another target language program or to be placed on the waiting list according to the draw in the lottery. Multiple waiting lists may be developed, dependent on such factors as program selection, enrollment preferences, and grade availability from the application forms that do not receive admission. Waitlists will be used for the school year for which they were created and will not carry over to any subsequent school year.

Families of students who are offered admission will have two weeks to confirm intent to enroll and submit an enrollment packet including proof of age, proof of address, and immunization records. Families who decline admission or who fail to return a completed enrollment packet may lose their position to the next name on the waiting list. Families promoted off the waitlist shall be informed by telephone and shall have a maximum of one (1) week to respond. Families not responding within the allotted timeframe may forfeit their right to enroll their child. In this scenario, said student may be placed at the end of the wait list. Relevant communications with parents on the waiting list will be logged and maintained at the proposed Charter School's administrative office until the end of the school year.

Element 9: Financial Audits

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code § 47605(b)(5)(l).*

An annual independent fiscal audit of the books and records of the proposed Charter School will be conducted as required by Education Code §§ 47605(b)(5)(l) and 47605(m). The books and records of the proposed Charter School will be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope may be expanded to include items and processes in applicable Office of Management and Budget Circulars.

The Governing Board will select an independent audit firm and will ensure administrative cooperation with the auditors. Accordingly, the principal and other key staff will work with the auditors, as may be necessary, to perform the audit. The auditor will possess a Certified Public Accountant (CPA) license. Additionally, the selected firm will have educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. The audit will be comprehensive and include: attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

It is expected that the annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to GUSD, the Los Angeles County Superintendent of Schools, the State Controller, and to the California Department of Education by December 15 of each year.

The Governing Board will review the audit report and develop a plan to address any audit exceptions or deficiencies identified in the report. The proposed Charter School will submit a report to GUSD proposing how the exceptions and/or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP)

in accordance with applicable law. The independent fiscal audit is a public record to be provided to the public upon request.

Element 10: Pupil Suspension and Expulsion

Governing Law: *The procedures by which pupils can be suspended or expelled. Education Code § 47605(b)(5)(J).*

Student behavioral expectations will be established in order to provide an environment that is conducive to learning and to protect the safety and wellbeing of students and staff. The proposed Charter School will implement a positive behavioral intervention and supports (PBIS) philosophy that is aligned to the IB framework, with modeling and reinforcement of positive behavior and lifestyle choices. Through positive reinforcement, PBIS is intended to mitigate punitive approaches that infringe on instructional time. Student expectations to promote a safe and healthy school environment will include behavioral expectations and will be developed with input from teachers and parents. School level practices will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences. Serving as examples, faculty and staff will model community norms, including treating others with respect, appreciating differences, finding peaceful solutions, showing empathy and compassion, and defending the rights of others.

Restorative Justice

The proposed Charter School will incorporate the use of restorative justice practices, when appropriate. Restorative justice utilizes incidents which may otherwise result in punishment and creates opportunities for students to: 1) become aware of the impact of their behavior; 2) understand the obligation to take responsibility for their actions; 3) and take necessary steps to correct action. Students learn how to interact and manage their relationships with adults and peers. Restorative practices encourage accountability, improve school safety, help strengthen relationships, and create more positive outcomes for students and the school community.

These behavioral expectations and restorative justice practices, along with the establishment of a learning climate aligned to the Coalition of Essential School's 10 Principles previously discussed in [Element 1](#), will help cultivate the respective components of the IB learner profile as they will invariably develop learners who are communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

Disciplinary Policy

The proposed Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Teachers will receive professional development to incorporate the use of effective classroom management strategies to maximize instruction and minimize student misbehavior, including appropriate modeling strategies. Staff will be trained and review de-escalation strategies for students in crises. These strategies focus on developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and stabilize students who have been triggered safely.

Disciplinary policies and procedures will clearly describe disciplinary expectations and will be included in the Student Handbook, which will be provided to students at the beginning of the school year. The proposed Charter School administration shall ensure that students and their parents/guardians are notified of discipline policies and procedures. Moreover, said policies and procedures will be readily available upon request.

School-wide systems will be developed to reward positive and expected behaviors. Conversely, students who do not adhere to behavioral expectations and who violate School rules may expect consequences which correspond to said behavior. Students unable to comply with behavioral expectations may be referred to Response to Instruction and Intervention (RtI²).

Consequences for inappropriate behaviors may include, but are not limited to:

- advising and counseling students; verbal or written warning;
- individual conference with the teacher;
- detention during or outside of school hours; loss of privileges;
- individual behavior contract;
- referral to the principal or other administrative team member;
- parent notification;
- parent conference; use of alternative educational environments such as onsite and
- off site suspension; and/or expulsion.

The decision regarding the consequence will be based on circumstances unique to each individual incident of inappropriate behavior. Factors such as, the cause and severity of the offense, the student's attitude, length of time since the last incident, and the student's past behavior records may influence the disciplinary action to be taken. A good record of behavior may result in the administration of minimal disciplinary actions, while the student who is more frequently involved in problematic behavior may expect more severe consequences. A single incident of severe inappropriate behavior may require the application of a more severe consequence.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. Corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons, or to prevent damage to school property.

The list of offenses and the procedures attached to those offenses, as detailed above, were established in accordance with California Education Code §48900 for suspension and expulsion. These procedures will be reviewed on an annual basis, or as necessary, and changes in accordance with the law will be made.

Grounds for Suspension and Expulsion of Students

In preparing the list of offenses specified herein, and the procedures specified in this Petition, the ISLA petitioners reviewed the list of offenses and procedures that apply to pupils attending non-charter public schools, and Petitioners believe the proposed lists of offenses and procedures provided adequate safety for pupils, staff, and visitors to the ISLA and serve the best interests of the ISLA pupils and their parents (guardians).

Detailed policies and procedures regarding suspension and expulsion will be developed by Administration and periodically reviewed, including but not limited to, periodic review and (as necessary) modifications of the lists of offenses for which pupils are subject to suspension and expulsion. The Principal, in concert with faculty and parents will regularly review the disciplinary practices to ensure they are appropriate, and in conformity with federal and state law. Any proposed changes to the ISLA disciplinary policy will be presented to the ISLA Board for review and approval.

The proposed Charter School does not consider suspensions or expulsions as effective means of improving student behavior and compliance with school rules and policies. While either or both may become necessary in extraordinary circumstances, disciplinary issues shall first be attempted to be dealt with through other strategies. A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance. A student may be suspended or expelled for acts that occur at any time, including, but not limited to: while on school grounds; while coming to or leaving from school; during the lunch period, whether on or off the school campus; during, going to or coming from a school-sponsored activity. Suspended

or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

The principal may notify law enforcement if it is reasonably suspected that the student committed offenses identified in Penal Codes §§ 245, 626, and Education Code § 48900. If the student is subsequently arrested, the principal or designee will take immediate steps to notify the parent or guardian of the place to which the student is reportedly being taken. The proposed Charter School will regularly update policies and practices to reflect any changes made to Penal Codes §§ 245, 626, and Education Code § 48900. The proposed Charter School will comply with Education Code § 48900(k)(2).

Discretionary Suspension and Expellable Offenses

Students may be suspended or recommended for expulsion for any of the following acts when it is determined the student:

- Caused, attempted to cause, or threatened to cause physical injury to another person;
- Willfully used force or violence upon the person of another, except self-defense;
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Chapter 2 of Division 10 of the Health and Safety Code commencing with Sections 11053, alcoholic beverage, or intoxicant of any kind;
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Chapter 2 of Division 10 of the Health and Safety Code commencing with Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant;
- Committed or attempted to commit robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- Stole or attempted to steal school property or private property;
- Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a student;
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5;
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the

performance of their duties (for grades 4 through 8 only). ISLA recognizes the California Education Code Section 48900(k)(2), which sets forth a prohibition against suspension or willful defiance for pupils enrolled in kindergarten through grade three, and for expulsion based on willful defiance in kindergarten through grade twelve, based on Assembly Bill 420, Chapter 660, Statutes of 2014.;

- Knowingly received stolen school property or private property;
- Possessed an imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is an actual firearm;
- Possessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence;
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4;
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness;
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma;
- Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events;
- Engaged in an act of bullying, as defined by Education Code Section 48900(r)(1), including bullying by means of an electronic act, as defined by Education Code Section 48900(r)(2)(A);
- Aided and abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a);

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct, as described in Section 212.5, must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to students enrolled in kindergarten and grades one to three, inclusive;
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades four to eight, inclusive;
- Intentionally harassed, threatened or intimidated a student, group of students, or school personnel to the extent of that it is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades four to eight, inclusive; and / or
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined that the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee concurrence;
- Brandished a knife at another person;

- Unlawfully sold a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, commencing with Section 11053; and / or
- Committed or attempted to commit a sexual assault or sexual battery, as defined in California Education Code Section 48900(n).

Non-Discretionary Expellable Offense

Students must be recommended for expulsion for any of the following acts when it is determined, pursuant to the procedures below, that the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee concurrence. If it is determined by the Governing Board that a student brought a firearm or destructive device, as defined by Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. The term “firearm” means: a) any weapon (including a starter gun) which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive; b) the frame or receiver of any such weapon; c) any firearm muffler or firearm silencer; or d) any destructive device. Such term does not include an antique firearm. The term “destructive device” means: a) any explosive, incendiary, or poison gas, including, but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be preceded, whenever feasible, by a conference conducted by the principal or the principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the principal. The conference may be omitted if the principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the student and parent or guardian shall be notified of the student’s right to return to the school for the purpose of this conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of the incident, unless the student waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

At the time of suspension, the principal or designee shall make a reasonable effort to contact the parent or guardian by telephone or in person. Whenever a student is suspended, the parent or guardian shall be notified in writing of the suspension and the date and time of return following suspension. This notice shall state the specific offense(s) committed by the student. If school officials wish to confer with the parent/guardian regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the principal or principal's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the principal or designee upon either of the following determinations: a) the student's presence will be disruptive to the education process or b) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Expulsion Procedure

A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board, as needed. However, in either case, it is the Governing Board who makes the final expulsion determination. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Due Process

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the principal or designee determines that the student has committed an expellable offense.

In the event that an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision on whether to expel. The hearing shall be held in closed session to comply with FERPA student confidentiality rules, unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student.

The notice shall include:

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the proposed Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent or guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing; and
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The proposed Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Governing Board, Administrative Panel, or

the hearing officer(s). Copies of these sworn declarations, redacted to remove the name and identity of the witness, shall be made available to the student.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his or her right to (a) receive five days' notice of his or her scheduled testimony; (b) have up to two (2) adult support persons of his or her choosing present in the hearing at the time s/he testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying. The proposed Charter School will also provide the victim a room separate from the hearing room for the complaining witness' use prior to, and during, breaks in testimony. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours s/he is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand. If one or both of the support persons is also a witness, the proposed Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the proposed Charter School. The person presiding over the hearing shall permit the witness to stay, unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his or her testimony heard in a closed session when testifying at a public meeting would

threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard, absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault, or committing a sexual battery, as defined in Education Code § 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board, who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. As prescribed by California Education Code § 48915(b), a recommendation for expulsion shall be made when: a) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and / or b) due to the nature

of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be reinstated to his or her educational program. The decision of the Governing Board is final. The student shall have no right to appeal.

Records

A facts and findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared to summarize the evidence presented at the hearing and to substantiate the decision. The record of the hearing may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. The proposed Charter School shall also maintain records of all student suspensions.

Written Notice to Expel

The principal or designee, following a decision of the Governing Board to expel, shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student and / or parent or guardian. This notice shall also include a notice of the specific offense committed by the student and a notice of the student's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.

The principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the student's name and the specific expellable offense committed by the student.

Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs, including, but not limited to, programs within the County or their school district of residence. The proposed Charter School shall work cooperatively with parents and guardians as requested by parents, guardians, or by the school district of residence to assist with locating alternative placements during expulsion.

Appeals

Parents or guardians can appeal a student's suspension within two (2) weeks of being informed of the same. A suspension imposed by a principal's designee may only be appealed to the principal. A suspension imposed by the principal, may be appealed to either the Governing Board or the Administrative Panel previously described. The appeal in this case will be heard by the entity able to convene for the appeal the soonest. Whichever authority the appeal is presented to (Principal, Governing Board, or Administrative Panel) will render the final appeal decision. An appeal will not reinstate the student in school for the day(s) to be suspended; however, a successful appeal will cause the suspension to be removed from the student's records.

As indicated earlier, expulsion recommendations are final and cannot be appealed.

Rehabilitation Plan

Students who are expelled from the proposed Charter School shall be given a rehabilitation plan upon expulsion, as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review, as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the proposed Charter School for readmission.

Readmission Plan

The decision to readmit a student or to admit a previously expelled student from another school, school district, or charter school shall be in the sole discretion of the Governing Board, following a meeting with the principal or designee, and the student and guardian or representative, to determine whether the student has successfully completed the rehabilitation plan, and to determine whether the student poses a threat to others or will be disruptive to the school environment. The principal shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The student's readmission is also contingent upon the proposed Charter School's capacity at the time the student seeks readmission.

Special Procedures for Students with Disabilities

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address

the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting. The proposed Charter School will notify the SELPA of such cases and will fully cooperate, as may be necessary.

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a disciplinary violation, the proposed Charter School, the parents, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine: a) if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b) if the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the proposed Charter School, the parents, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If the proposed Charter School, the parents, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall: a) conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the proposed Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; b) if a behavioral intervention plan has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and c) return the child to the placement from which the child was removed, unless the parent and the proposed Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the proposed Charter School, the parents, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the proposed Charter School may apply the relevant disciplinary procedures to children with disabilities, in the same manner and for the same duration as the procedures would be applied to students without disabilities.

The proposed Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates discipline guidelines. The principal or designee may remove a student to an interim

alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student: a) carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function; b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or c) has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the proposed Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the proposed Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the forty-five (45) day time period provided for an interim alternative educational setting, whichever occurs first, unless the parent and the proposed Charter School agree otherwise. A student's interim alternative educational setting shall be determined by the IEP/504 team.

Procedures for Students not yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the proposed Charter School's disciplinary procedures, may assert the procedural safeguards granted under administrative regulation only if the proposed Charter School had knowledge that the student was disabled before the behavior occurred.

The proposed Charter School shall be deemed to have knowledge that the student had a disability if any of the following conditions exists: a) the parent or guardian has expressed concern in writing, or orally if the parent or guardian does not know how to write or has a disability that prevents a written statement, to the proposed Charter School's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services; b) the parent or guardian has requested an evaluation of the child; or c) the child's teacher or other proposed Charter School personnel, has expressed specific concerns

about a pattern of behavior demonstrated by the child, directly to the director of special education or to other proposed Charter School supervisory personnel.

If the proposed Charter School knew, or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put. If the proposed Charter School had no basis for knowledge of the student the proposed discipline. The proposed Charter School shall conduct an expedited evaluation, if requested by the parents; however, the student shall remain in the education placement determined by the proposed Charter School pending the results of the evaluation. The proposed Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: Employee Retirement Systems

Governing Law: *The manner by which staff members will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code § 47605(b)(5)(K).*

The proposed Charter School will participate with the California State Teachers Retirement System (CalSTRS). Employees of the proposed Charter School who qualify for membership, shall join and contribute at the applicable employee rate established by CalSTRS. Pursuant to the California Public Employees' Pension Reform Act, members hired on or before December 31, 2012 shall participate in the CalSTRS 2% at 60 benefit structure. Members who joined on or after January 1, 2013 shall participate in the CalSTRS 2% at 62 benefit structure. The proposed Charter School shall match the CalSTRS contribution at the employer rate established by CalSTRS. Employees will accumulate service credit years in the manner as do other CalSTRS members. If a member's annual creditable service exceeds one year, the additional service will be credited under the Defined Benefit Supplemental (DBS) program.

Employees who are not CalSTRS members, or eligible thereof, must contribute to federal social security. The proposed Charter School will make required contributions such as social security, medicare, worker's compensation insurance, unemployment insurance, and any other payroll obligations of an employer. Employees will also be made available standard and extended benefit options.

Element 12: Public School Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code § 47605(b)(5)(L).*

Consistent with Glendale Unified School District Board Policy 0420.4, no student will be required to attend the proposed Charter School. Students who do not elect to attend the proposed Charter School may attend other District schools or pursue an interdistrict transfer in accordance with existing enrollment and transfer policies of the district or county of their residence. The parent or guardian of each student enrolled in the proposed Charter School will be informed that enrollment in the charter provides no right to enrollment in any other school in the District, except to the extent that such right is extended by existing policy.

Element 13: Employee Return Rights

Governing Law: *A description of the rights of any employee of the school district upon leaving the employment of the school district to work at the Charter School, and of any rights of return to the school district after employment at the Charter School. Education Code § 47605(b)(5)(M).*

No public school district employee shall be required to work at the proposed Charter School. All staff at the proposed Charter School shall be considered employees of the proposed Charter School and shall have no automatic right to employment or reemployment at the District. Existing District employees who wish to seek a leave of absence for employment at the proposed Charter School may apply for a leave of absence in accordance with District policies, procedures, and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of the proposed Charter School shall not continue to earn service credit or tenure at the District while employed by the proposed Charter School. Sick or vacation leave or years of service credit at GUSD or any other school district will not be transferred to the proposed Charter School. All employees of will work under an at-will employment contract. Employment by the proposed Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the proposed Charter School.

Element 14: Dispute Resolution

Governing Law: *The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code § 47605(b)(5)(N).*

Disputes between the School and GUSD

The following provisions are intended to define a mechanism for the resolution of any disputes between the proposed Charter School and the District. With respect to these procedures, it is the proposed Charter School's intention that public commentary be withheld pending full resolution.

The proposed Charter School will willingly cooperate to resolve any disputes amicably and reasonably without resorting to formal procedures. The proposed Charter School acknowledges the District's right to inspect and observe the proposed Charter School under Education Code § 47605 *et seq.*

In the event of a dispute between the proposed Charter School and the District, the proposed Charter School representative(s), agree to memorialize the concern in written format ("dispute statement") and refer the issue to the District superintendent and the proposed Charter School principal. In the event that the District believes that the dispute relates to an issue that could lead to the revocation of the charter in accordance with Education Code § 47607, the proposed Charter School requests this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code § 47607 and its implementing regulations.

The principal and superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than ten business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, the proposed Charter School will identify two Governing Board Members who shall jointly meet with two designees from the District as well as the principal and superintendent, and attempt to resolve the dispute within twenty business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the superintendent and the principal will meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the

dispute. The format of the mediation session will be developed jointly by the superintendent and the principal.

Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator will be split equally between the District and the proposed Charter School. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and proposed Charter School. The only binding results are those to which both parties agree or those which are issues as rulings by a legal body.

Disputes Arising from within the School

Internal disputes shall be handled in accordance with complaint policies and procedures as adopted and amended by the Governing Board, including the Uniform Complaint Policy and Procedures previously detailed. The proposed Charter School requests that any complaints received by the District concerning internal matters of the school be promptly forwarded to the proposed Charter School for processing in accordance with the school policies and procedures.

ISLA recognizes that, because the SBE is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the ISLA petition, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the petition, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the petition. ISLA recognizes that if the substance of a dispute is a matter that could result in the SBE taking appropriate action, including, but not limited to, revocation of the charter in accordance with EC Section 47604.5, the matter will be addressed at the SBE's discretion in accordance with that provision of law and any regulations pertaining thereto. ISLA recognizes that the SBE cannot be pre-bound to a contractual obligation to split the costs of mediation.

Element 15: Exclusive Public School Employer

Governing Law: *A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code § 47605(b)(5)(O).*

The proposed Charter School shall be deemed the exclusive public school employer of the employees of the proposed Charter School for the purposes of the Education Employment Relations Act (EERA). The proposed Charter School shall comply with the EERA. The proposed Charter School understands the rights of employees to unionize and will not impede on those rights.

Element 16: School Closure Procedures

Governing Law: *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 School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code § 47605(b)(5)(P).*

The proposed Charter School closure procedures are guided by Education Code §§ 47604.32, 47605(b)(5)(P), and 47607 as well as California Code of Regulations, Title 5, §§ 11962 and 11962.1. The proposed Charter School may close voluntarily, through non-renewal, or through revocation. Closure of the proposed Charter School, initiated by either the proposed Charter School's Governing Board or by GUSD, will be documented in a "Closure Action." The action will identify the reason for closure. The official action will also identify an entity and person or person(s) responsible for closure-related activities.

The Governing Board will promptly notify parents and students of the proposed Charter School, the District, the Los Angeles County Office of Education, the proposed Charter School's SELPA, the retirement systems in which the proposed Charter School's employees participate and the California Department of Education of the closure. This notice will also include: the effective date of the closure; the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school district of residence; and the manner in which parents or guardians, majority age and emancipated minor students, may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Governing Board will ensure that the closure notification to parents and students of the proposed Charter School provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Governing Board's decision to close the proposed Charter School.

The Governing Board will develop, or cause to be developed, a list of pupils in each grade level and the classes they have completed, together with information on the pupil's district of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the proposed Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act. The proposed Charter School will transfer to and ask the District to store the original records of proposed Charter School students. If the District will not or cannot store the records, the proposed Charter School will work with the Los Angeles County Office of Education to determine a suitable alternative location for storage.

State assessment results, special education records, and personnel records will be transferred to and maintained by the person(s) responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the proposed Charter School will prepare final financial records. The proposed Charter School will also have an independent audit completed within six months after closure. The proposed Charter School will pay for this final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the proposed Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the proposed Charter School.

On closure of the proposed Charter School, all assets of the proposed Charter School, including, but not limited to, leaseholds, personal property, intellectual property, ADA apportionments and other revenues generated by students attending the proposed Charter School, remain the sole property of the proposed Charter School and upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon proposed Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or State and Federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

The proposed Charter School shall remain solely responsible for all liabilities arising from the operation of the proposed Charter School. The proposed Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Should the corporation dissolve with the closure of the proposed Charter School, the Governing Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate State and Federal agencies.

Additional Required Information

Facilities

Governing Law: *“The facilities to be utilized by the school. The description of the facilities to be used by the Charter School shall specify where the school intends to locate.” Education Code § 47605(g).*

The proposed Charter School intends to occupy a facility that supports the school’s mission, vision, and educational program. The petitioners have already begun real estate dialogue with property owners. Once the charter is granted conditional approval, the petitioners anticipate more engaging lease negotiations to properly zone a facility to house the proposed Charter School.

The market analysis the proposed Charter School is utilizing to find an appropriate facility is fourfold.

- The proposed Charter School has designated the target location for the campus to be in southern Glendale below or around State Route 134/Ventura Freeway. As of May 2016, the proposed Charter School is negotiating a lease for the facility located at 831 N. Pacific Avenue, Glendale, CA 91203. The proposed Charter School anticipates that the lease negotiations will be finalized by the end of June 2016. At that time, the requisite conditional use permit will be pursued. The conditional use permit process is expected to take three to six months. Thereafter, plans for tenant improvements will be rendered and submitted for the City of Glendale’s approval. This process is expected to take four to six months. The proposed Charter School is anticipating that the landlord will include all tenant improvement and related costs into the price of the lease. Notwithstanding the aforementioned, the proposed Charter School will locate within the geographic boundaries of the Glendale Unified School District (GUSD). Any delay in opening beyond the operational date of September 30, 2106, would constitute a material revision to the petition, which must be heard at a public meeting of the SBE. As detailed in [Element 1](#), this location is responsive to projected increased population density.
- A combination of acreage and facility square footage will be analyzed to determine if the space can accommodate the school.

- If the actual building has insufficient square footage, the considered location should have adequate land to add additional learning space. The property either has to be properly zoned and permitted or be able to be zoned and permitted without delay.
- The associated costs for occupation, including tenant improvements, if any, must coincide with budget allocations. When considering its options, the proposed Charter School will select the appropriate site based upon size and affordability.

Throughout the facility search process, Academica may advise and assist the proposed Charter School in identifying, procuring and planning the design of the facility or in the expansion of an existing one. Academica may identify and solicit investors, such as the Turner Agassi Fund, to acquire and develop facilities for lease and use by the school.

The proposed Charter School will comply with Education Code § 47610 by either utilizing a facility that is compliant to the Field Act or that is compliant with the California Building Standards Code (Part 2 [commencing with Section 101] of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the proposed Charter School will be located. The facility will adhere to fire and health regulatory guidelines, as may be applicable. The proposed Charter School agrees to regularly test its fire life safety systems to ensure they are properly functioning.

Since the proposed Charter School anticipates to have continuous growth during the first five years, the ideal location would provide expansion options which would facilitate such growth. Adequate classroom space will be necessary to accommodate the projected 438 inaugural enrollment. The facility will also include a playground and recess space, common area space such as a multipurpose room, office space, and be able to accommodate drop-off and pick-up areas with corresponding parking. The proposed Charter School will be appropriately fitted with furniture, fixtures, and equipment that is typically found at an elementary and middle school.

The CDE will conduct a pre-opening site visit at least 30 days prior to the scheduled opening date. Written authorization from the CDE would be required prior to the operation of any additional facility. Additional CDE analyses for the facility will include: general considerations; building exterior; interior entrances, corridors, and stairs; and classrooms. Considerations for each of these areas are further enumerated below.

General Considerations

- Facilities operation permits and certificates, including evidence of inspection by a structural engineer, fire marshal and occupancy certificates, zoning variances, building permits, etc. have been secured;
- Site is away from freeways, railways, flight patterns, excessive noise, obnoxious odors, toxic conditions, electromagnetic fields, earthquake faults, and flood zones
- Site has good access and dispersal roads;
- Site has separate bus loading, parking areas, and parent drop off areas;
- Site has appropriate security (i.e. fencing, adequate lighting, alarms, etc.);
- Site and facilities are situated to minimize student contact with adults who do not have appropriate clearances as required by California Education Code Section 44237;
- Facilities are generally conducive to a learning environment;
- Building placement is compatible;
- Facilities are sufficient to accommodate estimated student enrollment and to carry out the curricular and instruction program envisioned in the charter;
- Facilities are sufficient to accommodate the administrative and business functions, including the storage of student and other records, reports, and documents;
- Site has adequate space for the support services the school intends to provide to its students (i.e. nurse, counselors, tutors, after-school programs, etc.);
- Facilities include cafeteria or other suitable space for students to eat meals;
- Library or other space dedicated to research and study is suitable for the educational program being provided;
- Indoor and/or outdoor physical education facilities are sufficient to accommodate the program envisioned in the charter; and
- Facilities meet requirements of the Americans with Disabilities Act, including: (1) accessible routes from outside the school to the entry and from the school entry to all other buildings; and (2) stairs, ramps, toilets, and signage that meet accessibility standards.

Building Exterior

- Facilities are generally free of chipped paint, cracked floors, uneven surfaces, mold, and evidence of leaks;
- Sidewalks, driveways, and outdoor play areas are relatively free of cracks and uneven surfaces, and are in good repair;
- Perimeter fences are installed as necessary and are in good repair;
- Graffiti or other signs of vandalism to the building are absent;
- School exterior needs minimal cosmetic repairs, painting, or additional lighting;

- Windows and doors are intact and in good repair;
- Exterior stairs or handrails are in good repair;
- Exits of buildings are free of obstructions;
- Signage is adequate for traffic flow and for directions to school offices;
- Trees and vegetation provide a clear view of the school; places to hide or to gain authorized access to the building are minimized; and
- School site is substantially free of litter and clutter.

Interior Entrances, Corridors, and Stairs

- Heating and ventilation systems are adequate for the size of the building and numbers of students;
- Electrical system has no major code violations;
- Fire alarm system meets applicable local fire safety codes; appropriate fire extinguishers exist in the building(s) and inspections are up to date;
- Restrooms are conveniently located and accessible to students; toilets are clean and operable
- Bracing of overhead light fixtures, heating and air conditioning vents, etc. comply with local ordinances;
- Lighting, including nighttime lighting, is sufficient for the educational activities being conducted at the site;
- Floors, walls, and ceilings are clean; ceiling tiles are all intact;
- Halls and stairs are adequately lit;
- Exit doors, including emergency exits, are free of clutter and readily accessible; doors are secure to prevent intruders into the building; and
- Interior is free of other hazards that could endanger student safety.

Classrooms

- Classroom size and layout are related to functions that will be performed in them (i.e. kindergartens, laboratories, special education, locker rooms, gyms, etc.);
- Desks, tables, and chairs are in good repair;
- Space is provided to secure computers and other expensive electronic devices;
- Bookcases, racks, fixtures, etc. are adequately anchored to adjacent structures;
- Gas, electrical, and water outlets and appliances are in good repair
- Classrooms have adequate lighting;
- Classrooms are visible to teachers at all times; classroom layout is conducive to quick evacuation; and

- Kindergarten classrooms have toilet facilities, or dedicated facilities are located within close proximity to classrooms, and are of appropriate height.

Proposition 39 amended Education Code § 47614 to require that Districts make available to proposed Charter School, facilities sufficient for the proposed Charter School to accommodate all of the proposed Charter School's in-District students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the District. The District may charge the proposed Charter School a pro-rata share for those District facility costs, which the District pays for with unrestricted general fund revenues. The pro-rata share is based on the ratio of space allocated by the District to the proposed Charter School divided by the total space of the District. Should property not be readily available, the proposed Charter School will seek to collaborate with GUSD on a Proposition 39 facility. Consistent with the intent of Proposition 39, the proposed Charter School also welcomes alternative mutually agreed upon agreements which may provide for equitable facilities use and equipment for the proposed Charter School pupils. Such agreements are consistent with California Code of Regulations, Title 5, § 11969.1(b) which provides for charter schools and school districts to mutually agree upon said alternatives.

Budget and Financial Reporting

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code § 47605(g).*

A. Budget

Please see attached budget, 3-year cash flow, and budget narrative.

B. Financial Reporting

As required by California Education Code § 47604.33, the proposed Charter School shall annually prepare and submit the following reports to its chartering authority and the county superintendent of schools:

- (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 Accountability Plan (LCAP) annual update required pursuant to Education Code § 47605.5;
- (3) On or before December 15, an interim financial report. This report shall reflect changes through October 31;
- (4) On or before December 15, an independent financial audit report, for the preceding fiscal year, as described in element 9;
- (5) On or before March 15, a second interim financial report. This report shall reflect changes through January 31; and
- (6) On or before September 15, a final unaudited report for the full prior year.

C. Insurance

The proposed Charter School shall acquire, maintain, and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The Glendale Board of Education shall be named as an additional insured on the insurance policy. The insurance coverages shall correspond to exposures such as pupil enrollment, workforce, and facility. The proposed Charter School anticipates that said policies will be underwritten by CharterSafe, which currently provides insurance coverage for over 500 charter schools. The proposed Charter School shall provide evidence of insurance coverage to the District no later than 60 days prior to operate or as other agreed upon.

Administrative Services

Governing Law: *The manner in which administrative services of the school are to be provided. Education Code § 47605(g).*

The proposed Charter School will engage with Academica, to provide back-office services. Academica provides service and support to over 100 schools located throughout California, Florida, Nevada, Texas, Utah, and Washington D.C. Academica's specific business support services will enable the school administrator(s) to focus on the educational program and school climate. Services that Academica will provide include, but are not limited to assisting the Governing Board in: renewing the school's charter; creating budgets and financial forecasts; bookkeeping; preparing applications for grant funds; preparing and submitting Federal and State reports; identifying an appropriate facility; preparing and posting agendas; developing and refining school operational systems; and providing human resource services such as recruiting and hiring a principal, dispute resolution and employee agreements. The proposed Charter School is entitled to terminate their agreement with Academica voluntarily and without cause for any reason whatsoever, or for no reason, by providing Academica with sixty (60) days advance written notice of their intent to terminate the agreement during the two-year Initial Term. Following the Initial Term the proposed Charter School may terminate future agreements for cause. A copy of the agreement is to follow.

To meet the needs of the education program, the proposed Charter School board may seek the services of individuals who have the necessary background in curriculum, instruction and assessment, as necessary. At the direction of the Board, Academica California may identify services of individuals who have the necessary background in curriculum, instruction, and assessment. The proposed Charter School board will review identified service providers and approve agreements for services from individuals who have the necessary background in curriculum, instruction, and assessment.

In the event that any administrative services will be provided by the District or Los Angeles County Office of Education, the specifics of such arrangements will be specified in a Memorandum of Understanding. Potential administrative services include food service, transportation, special education services, and CalSTRS reporting.

Transportation

Since the proposed Charter School is a school of choice, it will be the responsibility of the parents and guardians to provide transportation for their children. Transportation will not be provided to and from school during the inaugural year, except as may be required by law for students with disabilities, who have such IEP provisions. Once the proposed Charter School is operational, the Governing Board may explore providing transportation. Notwithstanding the foregoing, the proposed Charter School families may on their own, arrange for private transportation or ride sharing opportunities.

Oversight

The District may charge for the actual costs of supervisorial oversight of the proposed Charter School not to exceed 1% of the proposed Charter School's revenue.

Potential Civil Liability Effects

Governing Law: *Potential civil liability effects, if any, upon the school and upon the District.
Education Code § 47605(g).*

The proposed Charter School will be operated by a California nonprofit public benefit corporation. The corporation will be organized and operated exclusively for charitable purposes within the meaning of § 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code § 23701(d).

Pursuant to Education Code § 47604(c), an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not liable for the debts or obligations of the proposed Charter School, or for claims arising from the performance of acts, errors, or omissions by the proposed Charter School, if the authority has complied with all oversight responsibilities required by law. The proposed Charter School shall work diligently with the District in meeting any oversight obligations under the law, to ensure the District is not liable for the operation of the proposed Charter School.

As earlier stated, appropriate insurance coverages will be acquired. The District shall be named as an additional insured on the general liability policy of the proposed Charter School. Moreover, the proposed Charter School has instituted appropriate risk management practices as discussed herein, such as the screening of employee candidates, the establishment of the conflict of interest code, and dispute resolution.

The proposed Charter School shall be responsible for all supplies and equipment that it purchased and, in the event of fire, disaster, theft, or other act of God, the District shall have no responsibility for said items. Further, the District shall have no responsibility for losses of student property for any reason whatsoever and the proposed Charter School shall hold the District harmless for such losses.

Letter of Support - International Studies Charter High School, Miami, Florida



August 26, 2015

To Whom It May Concern,

I am writing to enthusiastically support International Studies Language Academy (ISLA) in their pursuit to open a two-way dual language immersion charter school. As a principal of a language immersion charter school, I understand firsthand the need to prepare students for an increasingly global world. The ability to effectively communicate in multiple languages is paramount to our students' future successes. My students participate in French, Italian, and/or Spanish language two-way dual language programs. Our ongoing collaboration with the respective Ministries of Education, enable our students to benefit from a wide variety of target language curricula and activities.

Notwithstanding globalization, ample literature and research clearly indicate that dual language programs yield higher academic results. My school is no exception. I am proud that despite serving a student body that is classified over 60% free and reduced lunch and over 70% minority, we have successfully eliminated the proverbial achievement gap. International Studies Charter has been a top performing school and has accordingly been nationally recognized.

Both my middle and high schools have consistently earned an "A", the highest possible ranking, by the Florida Department of Education's school performance evaluation system. The high school has been recognized as a top United States high school by multiple media, such as Newsweek, The Daily Beast, US News and World Report, and Washington Post. International Studies currently ranks as the #1 high school in the state of Florida, #4 charter in the nation, and #13 overall in the national rank according to these publications.

The vision of International Studies Charter School is to serve the needs of the community by offering a unique multilingual, multiliterate, and multicultural curriculum preparing students to have an edge in global competition. The mission of International Studies Charter High School is to teach students to make decisions with integrity, think, and behave as citizens of the world, and graduate with a sense of purpose. I am fortunate to observe the fulfillment of our mission and vision on a daily basis.

As a school with a similar purpose, I look forward to collaborating with ISLA to rollout their secondary school program. From curricula to instructional strategies, ISLA will invariably benefit from our proven best practices. As there are always opportunities for learning, I suspect that in time, our faculty and students will mutually benefit from our continued partnership.

Sincerely,

Victoriano Rodriguez

Principal

Letter of Support – Consulate General of France



FRANCO MISSION FOR CULTURE AND
HIGHER EDUCATION
CONSULATE GENERAL OF FRANCE IN LOS
ANGELES

Washington D.C., October 2nd, 2015

Dear Board Members,

We are writing in support of the International Studies Language Academy (ISLA) Charter School in Glendale, California. As Education Attaché at the French Embassy in Washington D.C., and as Deputy Cultural Attaché at the French Consulate in Los Angeles, our main objective is to help promote French language in the United States. In this capacity, we have had the pleasure of working with the many dual language immersion programs that exist in the country and to witness the many benefits they bring to children and the communities in which they are implanted.

We believe the ISLA project's initiative for the promotion of foreign languages within a strong academic environment should be encouraged and strongly supported. The French mission for culture and higher education and its regional offices will be happy to assist the program in any way it can.

The ISLA initiative to widen the dual and multiple language learning programs for the Glendale student body should be encouraged and we hope that the International Studies Language Academy Charter School will be allowed to establish and thrive. We have no doubt that the school will constitute a great asset in the Glendale community's language acquisition programs.

Kindest regards,

Karl Cogard
Education Attaché
French Embassy in the United States

Aurélien Rigard
Deputy cultural attaché
Los Angeles

Letter of Support – Consulate General of Italy



Consulate General of Italy
Education Office
San Francisco - Los Angeles - Houston
sanfrancisco.education@esteri.it

San Francisco 28 September, 2015

Dear Board Members,

I am writing in support of the establishment of the new International Studies Language Academy (ISLA) Charter School in Glendale.

In my capacity as Education Attaché of the Consulate General of Italy, my main objective is to help promote the availability of Italian language and culture programs in the Northwestern and Southern territories. I came to learn about the ISLA initiative from a stakeholder family who believes that dual language immersion-based learning experiences consistently help children become better equipped to develop intercultural understanding and useful collaborative problem-solving strategies.

What is special about the ISLA project is the centrality of dual language learning embedded in the development of academic knowledge and skills of the 21st century students.

I believe that any educational initiative to incorporate dual or multiple language learning should be strongly encouraged and supported, especially at middle school level, where target language learning opportunities need be provided between elementary and secondary level.

The ISLA initiative is proposing to bridge this gap, and I hope the International Studies Language Academy Charter School be allowed to establish and thrive, for the benefit of the Glendale student body.

Kindest regards,

A handwritten signature in cursive script, appearing to read "Christine Walters".

Education Attaché

Christine Walters
Dr. Armina Gharpatian
Nayiri Nahabedian
Gregory Erikorian
Jennifer Freeman
Marianna Toljan

Letter of Support – Consulate General of Spain



CONSULADO GENERAL DE
ESPAÑA EN LOS ANGELES

AGREGADURIA DE EDUCACION

Los Angeles, September 28, 2015

Dear Board Members,

I am writing in support of the establishment of the new International Studies Language Academy (ISLA) Charter School in Glendale.

In my capacity as Education Attaché of the Consulate General of Spain, my main objective is to help promote the availability of Spanish language and culture programs in the Western territory. I came to learn about the ISLA initiative from a stakeholder family who believes that dual language immersion-based learning experiences consistently help children become better equipped to develop intercultural understanding and useful collaborative problem solving strategies.

What is special about the ISLA project is the centrality of dual language learning embedded in the development of academic knowledge and skills of the 21st century students.

I believe that any educational initiative to incorporate dual or multiple language learning should be strongly encouraged and supported, especially at middle school level, where target language learning opportunities need be provided between elementary and secondary level.

The ISLA initiative is proposing to bridge this gap, and I hope the International Studies Language Academy Charter School be allowed to establish and thrive, for the benefit of the Glendale student body.

Kindest regards,



Education Attaché
María Pedrosa de Guindos

Letter of Interest - Turner-Agassi Fund



August 26, 2015

Glendale Unified School District
223 North Jackson Street
Glendale, CA 91206

To Whom It May Concern:

On behalf of Turner-Agassi Charter School Facilities Fund II ("Turner-Agassi"), I am pleased to submit this letter of interest to develop an educational facility for the International Studies Language Academy in Glendale if it is successful in obtaining a charter contract, and subject to completion of our due diligence.

Turner-Agassi is a national developer of state-of-the-art private space for public charter schools targeting the best-in-class charter school operators in some of the most highly impoverished areas in the nation. Turner-Agassi has invested nearly \$500 million to develop 65 schools on 34 campuses serving over 33,500 students by 2016. As of the beginning of the 2015-2016 school year, Turner-Agassi has developed 52 schools on 28 campuses serving nearly 24,000 students.

Since 2012, Turner-Agassi and its predecessor fund have partnered with Academica Nevada to develop thirteen campuses in Las Vegas – nine which are already open and four which are currently in development.

Our development capabilities, coupled with a keen understanding of charter school operations and management, position us well to meet the needs of our charter school clients. Our deep understanding of the real estate and construction markets positions us well to serve high-performing operators across the country. We look forward to continuing our work with Academica Nevada in meeting the organization's facility needs.

We are excited by the potential opportunity to invest in Glendale, CA and are in support of bringing quality educational options to more children and families. If you have any questions, please contact our office at 310-752-9600.

Sincerely,

A handwritten signature in blue ink, appearing to read "K. Robert Turner", is written over a faint, light blue circular watermark or background.

K. Robert Turner
President

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Budget

The International Studies Language Academy (ISLA) Board will oversee all aspects of the fiscal management of the school. The Board will retain an educational services and support provider, Academica, to work together to develop financial policies and practices that will help secure the ISLA's financial future.

Under the supervision of the Board, Academica will be responsible for the ISLA's bookkeeping and financial reporting. Academica may also be assigned by the Board to bid out third-party services that the school requires including an independent audit firm. Once all bids have been received, Academica will present the proposed contracts and pricing to the Board for their decision. The Principal of ISLA will be responsible for overseeing portions of the budget that are within his/her control such expenses related to office supplies, travel, copier, etc. The Principal will review his/her budget with Academica on a monthly basis.

ISLA will have a system of checks and balances for financial management of school funds. ISLA will adopt a Purchase Order (PO) System in which a PO will be made out for every school purchase. Additionally the school will require two authorized signatures for any school purchase of over \$5,000. Authorized signers for school purchases will included the Board Chair, Vice Chair, Board Treasurer, Principal and approved Academica personnel. The two authorized signatures cannot come from more than one Academica employee. ISLA will additionally adopt a financial policy in regards to cash transactions at the school.

ISLA will continually strive to comply with generally accepted accounting principles (GAAP) and California law.

Budget Narrative-

ISLA in an attempt to be fiscally conservative included only revenue sources in which they know they can rely on. ISLA due to the manner in which funds such as LCFF, EPA, Lottery, etc. are distributed will need to secure a Line of Credit to pay for month to month cash flow deficits. This is an obstacle that charter start-ups face throughout California. ISLA will work diligently with their service provider Academica to secure the best possible interest rate for the school. ISLA will also look to secure funds outside of those listed in the budget. These funds include but are not limited to: SB 740, Title II, Title III, among other funding sources.

Standardize Account Code Structure (SACS)-Title	Narrative:
Revenue	
8011-LCFF State Aid	ISLA used the Fiscal Crisis and Management Assistance Team’s (FCMAT) 16.2c calculator to project LCFF revenues for the 2016-2017 school year. Please see ISLA’s 5 year budget for LCFF revenue projections.
8012-Education Protection Account	ISLA used the Fiscal Crisis and Management Assistance Team’s (FCMAT) 16.2c calculator to project EPA revenues for the 2016-2017 school year. Please see ISLA’s 5 year budget for EPA revenue projections.
8096-In Lieu of Property Taxes	ISLA used the Fiscal Crisis and Management Assistance Team’s (FCMAT) 16.2c calculator to project Property Tax revenues for the 2016-2017 school year. Please see ISLA’s 5 year budget for Property Tax revenue projections.

Additional Revenue Sources-	<p>ISLA has been awarded \$575,000 over two years from the PCSPG Grant subject to charter approval. ISLA has included \$275,000 in revenue from the PCSPG Grant in Year 1 and \$100,000 in Year 2 of the budget. ISLA will receive the additional \$200,000 in PCSPG Grant revenue subject to specified requirements within the grant.</p> <p>ISLA's attempted to be conservative in their approach to projecting revenues for the 2016-2017 school year. Additional revenue sources within the 5 Year Budget include: Lottery, lottery (restricted) Mandate Block Grant, Special Education (Federal), National School Lunch Program Revenue, Title I, Interest and Transfers from County offices - SPED State Portion.</p> <p>ISLA did not include revenues from SB 740 rent-reimbursement, Title II and Title III.</p> <p>ISLA will look to identify and apply for a multitude of state and federal grants.</p>
Non-Revenue Cash Inflow	
Cash-Inflow – Lines of Credit	<p>ISLA will secure a Line of Credit (LOC) for monthly cash flow deficit that will be experienced due to the timing of cash receipts on for revenue in the latter part of each fiscal year. ISLA will need to secure a minimum LOC of \$650,000 in their first year of operation.</p> <p>ISLA did not include SB 740 monies in the budget. In year 1 of operation ISLA will receive an additional \$328,500 (438 Students X \$750) if the school identifies a site that qualifies for these specified fund. ISLA will identify additional sources of revenue to reduce the need for a LOC.</p>
Expenses	
Standardized Account Code Structure (SACS) - Title	Narrative:
1000 & 2000- Certified Salaries	<p>In Year 1, ISLA budgeted \$105,000 for a Principal salary, \$52,500 average teacher salary for 19 Teachers, \$54,000 average salary for 2 Special Education Teacher(s) which includes a SPED teacher designated as SPED Coordinator, \$60,000 for a Lead Teacher,</p>

	<p>\$33,000 for substitute teachers, average salary of \$20,000 for 1 teacher’s aides, \$48,500 for 1 office manager, \$20,000 for 1 receptionist and \$25,000 for 1 campus monitor (custodian). Estimated total salaries for certified and classified staff Year 1 of operation is \$1,417,000.</p> <p>Salaries are projected to increase 1.5% each year until year 4 & 5, which are budgeted for 3% salary increases. Additional positions added in years 2-5 include: Assistant Principal (\$78,000) in Year 2, Registrar (\$40,000) in Year 2, Director of Instruction (\$55,000) in Year 3 and Counselor (\$60,000) in Year 4.</p> <p>In years 2-5 the teacher and staff count increases incrementally with the enrollment growth of the school. Please see 5 year budget for staffing increase in years 2-5.</p> <p><i>*Insofar as is feasible, teachers will be paid salaries commensurate with their experience and comparable to GUSD. A competitive benefits program will be developed for teachers and staff to enhance retention and employment satisfaction.</i></p>
3000 - Benefits	<p>ISLA will participate in California’s State Retirement System for all certified staff. Please see budget for assumed contributions.</p> <p>ISLA budgeted to make an average health insurance contribution of \$500 per month per employee. ISLA annually assumed a 5% increase in health insurance contributions.</p> <p>For all other benefit contribution rates please see the 5 Yr. Budget. Benefit Contribution are budgeted to increase annually.</p>
4100 – Approved Textbooks and Core Curricula Materials	<p>ISLA will budget \$500 per student in year 1 to outfit the school with all necessary approved textbooks and core curricula materials. In years 2-5 ISLA will budget \$500 per new student and \$200 per returning student to purchase approved textbooks and core curricula materials.</p>
4200 – Books and Other References	<p>ISLA will budget \$20,000 in Year 1 for books and other reference materials.</p>

<p>4400 – Non-capitalized Equipment</p>	<p>ISLA will enter into a Furniture, Fixture and Equipment Lease for these items in the first year of operation. ISLA projects to receive similar lease terms to schools currently managed by Academica. The budget assumes the lease will include a 4 year term at 5% interest with a purchase option at the end of the 4th year. ISLA assumes that it will cost approximately \$300 per student or to outfit the school with all necessary non-capitalized equipment (chairs, desks, lunch tables, white boards, etc.). ISLA budgeted \$37,056 for Year 1 Lease Payment.</p> <p>The budgeted amount for the FFE Lease in years 2-5 increase proportionally with the student population increase.</p>
<p>4410 – Computer Hardware</p>	<p>ISLA will enter into a lease for these items in the first year of operation. ISLA projects to receive similar lease terms to schools currently managed by Academica. The budget assumes the lease will include a 4 year term at 5% interest with a purchase option at the end of the 4th year. ISLA assumes that it will cost approximately \$120,000 to outfit the school with all necessary computer hardware. ISLA budgeted \$33,841 for Year 1 Lease Payment.</p> <p>The budgeted amount for the FFE Lease in years 2-5 increase proportionally with the student population increase.</p>
<p>4701 - Non School District Food Service.</p>	<p>ISLA plans to participate in the National School Lunch Program (NSLP). ISLA will identify a 3rd party food vendor that has the necessary qualifications to provide school food within the NSLP requirements. ISLA has budgeted \$118,634 for non-school district food services, which is \$7,500 above the projected NSLP revenue.</p>
<p>5210 – Training and Development Expenses</p>	<p>ISLA budgeted \$15,000 in their first year of operation for training and professional development. This will allow ISLA to send identified staff to participate in local and national professional development opportunities.</p> <p>ISLA will increase professional development funding in years 2-5.</p>

5400 – Insurance	ISLA will budget \$35,000 in Year 1 to acquire all necessary insurances including but not limited to: Property, General Liability, Abuse, Employee Benefits Liability, Professional Educators Legal Liability, Auto, Equipment Breakdown, Crime, Excess Liability, D&O, Student Accident and Workers Comp.
5500 - Operation and Housekeeping Services/Supplies	ISLA will budget \$30,000 for 3 rd party janitorial services. This will include facility cleaning 5 nights a week and floor care throughout the year.
5501 – Utilities	ISLA will budget \$75,000 for utilities. ISLA based budget assumptions for utilities from schools of a similar size.
5600 – Space Rental/Lease Expenses	ISLA expects to enter in to a lease for their facility. ISLA has budgeted \$517,956 for the year 1 lease payment. ISLA will look to identify a facility and lease terms that will not put the school into a financial burden. ISLA is anticipating that the landlord will include all tenant improvement and related costs into the price of the lease. ISLA is working with local brokers and their management company to identify a facility that fits within their budget and will act as a cohesive and appropriate environment for their students.
5601 – Building Maintenance	ISLA will budget \$15,000 for facility maintenance in their first year. ISLA will enter into 3 rd party service agreements to provide pest control, A/C maintenance and repair, lawn care, etc.
5605 – Equipment Rental/Lease Expense	ISLA will budget \$15,000 to lease a commercial copier and teacher printers. ISLA expects to enter into a copier and printer lease agreement which the vendor is responsible for maintenance or upkeep.
5800 – Professional/Consulting Services and Operating Services	ISLA will identify a 3 rd party to provide IT and Technical services. ISLA budgeted \$23,396 for IT services in the first year of operation based on a rate of \$3.5 per student/per month for IT services, including a set-up fee of \$5,000 in the first year.

5805 – Legal / Audit	<p>ISLA will budget \$6,500 to retain the services of school counsel. ISLA will receive an audit for the first year of operation but the expense will not be realized until the second year. The school will budget \$10,000 for the school’s first audit.</p> <p>ISLA will factor in an annual increase of 3% for years 2-5 for Legal and Accounting services.</p>
5810 – Educational Consultants	<p>ISLA plans to enter into an affiliation/trademark agreement with International Studies Charter School Inc. based out of Florida. The affiliation agreement is 1% of state revenues.</p>
5899-Back Office Service Provider Fee	<p>ISLA plans to contract with Academica to be their back office service provider. Academica’s contract fee is \$550 per student/per year. ISLA maintained the Academica California contract fee of \$550 per student/per year in years 2-5. Academica California will look to follow the same model as Academica Inc., Academica Utah and Academica Nevada in maintaining the same contract fee year after year.</p>
7010 – Special Education Encroachment	<p>ISLA will budget \$156,956 or 5% of state revenue in their first year of operation. This budget will be used for but not limited to: Speech Pathology, Physical Therapy, Occupational Therapy, Psychology, etc.</p> <p>ISLA allocated 5% of state revenues for the Special Education Encroachment budget line item for years 2-5.</p>
7438 – Line of Credit (Interest Payment)	<p>ISLA budgeted for a LOC with an annual interest rate of 6%. Please see attached budget for detailed LOC principal and interest payments.</p>
7438 - Debt Service (Start-up Loan Interest)	<p>ISLA plans to enter into a start-up loan with Academica for \$25,000 to pay for expenses during the planning years (2015-2017). The terms of the loan include a 2 year repayment term at 5% interest. If ISLA does not receive an authorized charter Academica will write off the loan as a loss.</p>
7500 – District Oversight Fee	<p>ISLA will budget 1% of state revenues or \$31,391 for a district oversight fee.</p>

Annual Audit

ISLA will retain an independent audit firm familiar with federal, state and local accounting practices to perform the school's annual audit. Academica, as ISLA's educational services and support provider, will work with the chosen auditing firm to provide them all pertinent financial information requested to perform a successful audit. The Board will procure multiple bids before choosing an accounting firm for their annual audit.

Audits will be conducted on a yearly basis in accordance with the Requirements of the Financial Accountability System Resource Guide (FASRG) as well as other required state reporting requirements. Guidelines for financial accounting and reporting to be followed are derived from generally accepted accounting principles (GAAP). The Financial Accounting Standards Board (FASB) defines GAAP in statements of financial accounting standards and other pronouncements. Some of the FASB statements that apply specifically to charter schools are identified below. Other FASB statements, as applicable, may also apply to the school's financial accounting and reporting structure. Forthwith are some of the applicable standards and is not all-inclusive: Statement of Financial Accounting Standards No. 93, *Recognition of Depreciation by Not-for-Profit Organizations*; Statement of Financial Accounting Standards No. 116, *Accounting for Contributions Received and Contributions Made*; Statement of Financial Accounting Standards No. 117, *Financial Statements of Not-for-Profit Organizations*; Statement of Financial Accounting Standards No. 124, *Accounting for Certain Investments Held by Not-for-Profit Organizations*; and Statement of Financial Accounting Standards No. 136, *Transfers of Assets to a Not-for-Profit Organization or Charitable Trust That Raises or Holds Contributions for Others*. |

In the absence of other specific guidance, the charter holder will follow generally accepted accounting principles. The charter school back office service provider will be the liaison and work with entities selected by the governing board to ensure completion of the annual audit of the financial and programmatic operations of the school. In preparing budgets for grant applications,

particular attention will be paid to proper coding to ensure that all expenses are allowable. There will be strict adherence to the designated use of restricted and temporarily restricted funds. There will be timely draw down of funds, report generation and filing. All parties will be held accountable for the results of the external audit. Exceptions noted by external auditor will be reported to the governing board and will be considered during the annual review of performance of the principal and contractors.

The primary aim of this collaborative work will be to ensure that generally accepted accounting principles and standards are adhered to. The governing board will use the information received from the annual audit to assess the performance of the school, the principal, and all other parties involved in providing services to the school. They will also use such information to ensure that such reporting is in compliance with generally accepted accounting principles and generally accepted standards

ISLA Charter School
Revenue
Five Year Budget, 2017-18 to 2021-22

SACS		2015-2017	2017-18	2018-19	2019-20	2020-21	2021-22
State							
8011	LCFF State Aid	\$ -	\$ 2,029,791	\$ 3,544,625	\$ 4,212,764	\$ 5,561,460	\$ 6,182,002
8012	Education Protection Account	\$ -	\$ 84,540	\$ 130,880	\$ 153,640	\$ -	\$ -
8096	In-Lieu of Property Taxes	\$ -	\$ 948,292	\$ 1,469,852	\$ 1,719,727	\$ 2,046,476	\$ 2,274,819
8560	Lottery	\$ -	\$ 59,174	\$ 91,598	\$ 107,540	\$ 128,345	\$ 142,666
8560	Lottery (Restricted)	\$ -	\$ 17,329	\$ 26,825	\$ 31,494	\$ 37,587	\$ 41,781
8520	State Child Nutrition program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8591	SB 740 Rent re-imbursment program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8590	Mandate Block Grant	\$ -	\$ -	\$ 9,160	\$ 10,754	\$ 12,835	\$ 14,267
8593	One-Time Mandate Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Revenue		\$ -	\$ 3,139,126	\$ 5,272,940	\$ 6,235,919	\$ 7,786,702	\$ 8,655,534
Federal							
8181	Special Education--Federal Portion	\$ -	\$ -	\$ 54,947	\$ 85,055	\$ 99,858	\$ 119,178
8220	Federal Child Nutrition Programs	\$ -	\$ 111,139	\$ 152,923	\$ 179,536	\$ 214,264	\$ 238,179
8290	All Other Federal Revenue, inc Facilities Incentive Grants pro	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8291	Title I	\$ -	\$ 97,214	\$ 158,548	\$ 190,814	\$ 227,730	\$ 253,140
8292	Title II	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8293	Title III	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8294	Title IV	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8296	Title V, B: PCSGP grant	\$ -	\$ 275,000	\$ 100,000	\$ -	\$ -	\$ -
Federal Revenue		\$ -	\$ 483,353	\$ 466,418	\$ 455,405	\$ 541,853	\$ 610,497
Local							
8660	Interest	\$ -	\$ 3,139	\$ 3,307	\$ 3,390	\$ 3,390	\$ 3,390
8782	All Other Transfers from County Offices	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8784	All Other Transfers from Other Locations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8792	Transfers from County Offices--SPED State portion	\$ -	\$ 211,218	\$ 327,135	\$ 384,070	\$ 458,375	\$ 509,520
8980	Student Lunch Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8983	Miscellaneous	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8984	Student Body (ASB) Fundraising Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8985	School Site Fundraising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Local Revenue		\$ -	\$ 214,357	\$ 330,442	\$ 387,460	\$ 461,765	\$ 512,910
Total Revenue		\$ -	\$ 3,836,836	\$ 6,069,800	\$ 7,078,784	\$ 8,790,320	\$ 9,778,941
Certificated Salaries							
1100	Teachers' Salaries	\$ -	\$ 1,165,500	\$ 2,037,105	\$ 2,369,325	\$ 2,747,602	\$ 3,059,553
1105	Teachers' Bonuses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1175	Substitute Expense	\$ -	\$ 33,000	\$ 57,000	\$ 65,250	\$ 73,500	\$ 79,500
1200	Certificated Pupil Support Salaries	\$ -	\$ -	\$ -	\$ -	\$ 120,000	\$ 123,600
1300	Certificated Supervisor and Administrator Salaries	\$ -	\$ 105,000	\$ 184,575	\$ 187,344	\$ 192,964	\$ 198,753
1305	Certificated Supervisor and Administrator Bonuses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1900	Other Certificated Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1910	Other Certificated Overtime	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1000	Subtotal	\$ -	\$ 1,303,500	\$ 2,278,680	\$ 2,621,919	\$ 3,134,066	\$ 3,461,406
Classified Salaries							
2100	Instructional Aide Salaries	\$ -	\$ 20,000	\$ 40,600	\$ 61,814	\$ 127,336	\$ 153,015
2110	Instructional Aide Overtime	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2200	Classified Support Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210	Classified Support Overtime	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2300	Classified Supervisor and Administrator Salaries	\$ -	\$ -	\$ 40,000	\$ 40,600	\$ 41,818	\$ 43,073
2400	Clerical, Technical, and Office Staff Salaries	\$ -	\$ 48,500	\$ 49,228	\$ 49,966	\$ 51,465	\$ 53,009
2410	Clerical, Technical, and Office Staff Overtime	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2900	Other Classified Salaries	\$ -	\$ 45,000	\$ 45,675	\$ 72,116	\$ 74,279	\$ 76,508
2905	Other Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2910	Other Classified Overtime	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2000	Subtotal	\$ -	\$ 113,500	\$ 175,503	\$ 224,495	\$ 294,898	\$ 325,604
Employee Benefits							
3101	State Teachers' Retirement System, certificated positions	\$ -	\$ 163,980	\$ 328,814	\$ 426,848	\$ 568,206	\$ 661,129
3102	State Teachers' Retirement System, classified positions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3201	Public Employees' Retirement System, certificated positions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3202	Public Employees' Retirement System, classified positions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3301	OASDI/Medicare/Alternative, certificated positions	\$ -	\$ 18,901	\$ 36,147	\$ 38,018	\$ 45,444	\$ 50,190
3302	OASDI/Medicare/Alternative, classified positions	\$ -	\$ 8,683	\$ 10,320	\$ 17,174	\$ 22,560	\$ 24,909
3401	Health & Welfare Benefits, certificated positions	\$ -	\$ 132,000	\$ 245,700	\$ 291,060	\$ 347,288	\$ 393,824
3402	Health & Welfare Benefits, classified positions	\$ -	\$ 24,000	\$ 37,800	\$ 33,075	\$ 34,729	\$ 37,930
3501	State Unemployment Insurance, certificated positions	\$ -	\$ 65	\$ 114	\$ 131	\$ 157	\$ 173
3502	State Unemployment Insurance, classified positions	\$ -	\$ 6	\$ 9	\$ 11	\$ 15	\$ 16
3601	Worker Compensation Insurance, certificated positions	\$ -	\$ 38,453	\$ 67,221	\$ 77,347	\$ 92,455	\$ 102,111
3602	Worker Compensation Insurance, classified positions	\$ -	\$ 3,348	\$ 5,177	\$ 6,623	\$ 8,699	\$ 9,605
3901	Other Benefits, certificated positions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3902	Other Benefits, classified positions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3000	Subtotal	\$ -	\$ 389,436	\$ 731,301	\$ 890,287	\$ 1,119,552	\$ 1,314,888

International Studies Language Academy
School Budget and Financial Projections

Books and Supplies							
4100	Approved Textbooks and Core Curricula Materials	\$ -	\$ 219,000	\$ 255,600	\$ 218,200	\$ 267,000	\$ 264,200
4200	Books and Other Reference Materials	\$ -	\$ 20,000	\$ 25,000	\$ 29,351	\$ 35,029	\$ 38,938
4310	Student Materials	\$ -	\$ 15,000	\$ 23,219	\$ 27,260	\$ 32,534	\$ 36,164
4350	Office Supplies	\$ -	\$ 5,000	\$ 7,740	\$ 9,087	\$ 10,845	\$ 12,055
4370	Custodial Supplies	\$ -	\$ 6,000	\$ 9,288	\$ 10,904	\$ 13,014	\$ 14,466
4400	Noncapitalized Equipment	\$ -	\$ 37,056	\$ 57,361	\$ 67,344	\$ 80,373	\$ 89,340
4405	Non Educational Computer Software (Student Information System)	\$ -	\$ 10,000	\$ 10,500	\$ 11,025	\$ 11,576	\$ 12,155
4407	Student Educational Computer Software	\$ -	\$ 20,000	\$ 23,000	\$ 27,003	\$ 32,227	\$ 35,823
4410	Computer Hardware	\$ -	\$ 33,841	\$ 52,384	\$ 61,501	\$ 86,685	\$ 96,357
4701	Non School District Food	\$ -	\$ 118,639	\$ 160,423	\$ 187,036	\$ 221,764	\$ 245,679
4000	Subtotal	\$ -	\$ 484,536	\$ 624,514	\$ 648,711	\$ 791,048	\$ 845,178
Services and Other Operating Expenses							
5200	Travel and Conferences	\$ -	\$ 4,000	\$ 6,192	\$ 7,269	\$ 8,676	\$ 9,644
5210	Training and Development Expense	\$ -	\$ 15,000	\$ 17,500	\$ 20,546	\$ 24,521	\$ 27,257
5300	Dues and Memberships	\$ -	\$ 2,500	\$ 5,000	\$ 17,500	\$ 18,375	\$ 19,294
5400	Insurance	\$ -	\$ 35,000	\$ 40,000	\$ 42,500	\$ 45,000	\$ 47,500
5500	Operation and Housekeeping Services/Supplies	\$ -	\$ 30,000	\$ 46,438	\$ 54,521	\$ 65,068	\$ 72,329
5501	Utilities	\$ -	\$ 75,000	\$ 116,096	\$ 136,303	\$ 162,671	\$ 180,822
5600	Space Rental/Leases Expense	\$ -	\$ 517,956	\$ 949,129	\$ 1,122,465	\$ 1,401,606	\$ 1,557,996
5601	Building Maintenance	\$ -	\$ 17,500	\$ 23,219	\$ 27,260	\$ 32,534	\$ 36,164
5605	Equipment Rental/Lease Expense	\$ -	\$ 15,000	\$ 23,219	\$ 27,260	\$ 32,534	\$ 36,164
5800	Professional/Consulting Services and Operating Expenditures	\$ -	\$ 23,396	\$ 28,476	\$ 33,432	\$ 39,900	\$ 44,352
5803	Banking and Payroll Service Fees	\$ -	\$ 6,720	\$ 10,402	\$ 12,213	\$ 14,575	\$ 16,200
5805	Legal Services/Audit	\$ -	\$ 6,500	\$ 16,825	\$ 17,666	\$ 18,550	\$ 19,477
5810	Educational Consultants	\$ -	\$ 31,391	\$ 52,729	\$ 62,359	\$ 77,867	\$ 86,555
5812	Field Trips	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5815	Advertising / Recruiting	\$ 25,000	\$ 7,500	\$ 5,000	\$ 3,000	\$ 3,000	\$ 2,000
5891	Charter Asset Management Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5899	Back Office Service Provider Fee	\$ -	\$ 240,900	\$ 372,900	\$ 437,800	\$ 522,500	\$ 580,800
5900	Communications	\$ -	\$ 3,500	\$ 3,675	\$ 4,500	\$ 4,725	\$ 4,961
5000	Subtotal	\$ 25,000	\$ 1,031,863	\$ 1,716,801	\$ 2,026,593	\$ 2,472,103	\$ 2,741,517
Capital Outlay							
6100	Land	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6170	Land Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6200	Buildings and Improvements of Buildings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6300	Books and Media for New School Libraries or Major Expansions	\$ -	\$ 15,000	\$ 5,000	\$ 5,250	\$ 15,000	\$ 15,750
6400	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6500	Equipment Replacement	\$ -	\$ 3,500	\$ 5,418	\$ 6,361	\$ 7,591	\$ 8,438
6900	Depreciation Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000	Subtotal	\$ -	\$ 18,500	\$ 10,418	\$ 11,611	\$ 22,591	\$ 24,188
Other Outgoing							
7000	Miscellaneous Expense	\$ -	\$ 5,000	\$ 5,250	\$ 5,513	\$ 5,788	\$ 6,078
7010	Special Education Encroachment	\$ -	\$ 156,956	\$ 263,647	\$ 311,796	\$ 389,335	\$ 432,777
7438	Debt Service (Revolving Loan) - Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7438	Debt Service (Start-Up Loan) - Interest	\$ -	\$ 973	\$ 349	\$ -	\$ -	\$ -
7438	Debt Service (LOC Loan) - Interest	\$ -	\$ 4,657	\$ 6,168	\$ 4,921	\$ -	\$ -
7500	District Oversight Fee	\$ -	\$ 31,391	\$ 52,729	\$ 62,359	\$ 77,867	\$ 86,555
7000	Subtotal	\$ -	\$ 198,978	\$ 328,143	\$ 384,589	\$ 472,990	\$ 525,410
Total Expenses		\$ 25,000	\$ 3,540,313	\$ 5,865,360	\$ 6,808,203	\$ 8,307,248	\$ 9,238,192
Net Income		\$ (25,000)	\$ 296,523	\$ 204,440	\$ 270,581	\$ 483,072	\$ 540,750
Beginning Cash Balance		\$ -	\$ -	\$ 96,656	\$ 188,737	\$ 398,409	\$ 815,422
Cash Flow from Operating Activities							
	Net Income	\$ (25,000)	\$ 296,523	\$ 204,449	\$ 270,581	\$ 483,072	\$ 540,750
	Change in Account Receivable						
	Prior Year Accounts Receivable	\$ -	\$ -	\$ 228,438	\$ 287,732	\$ 348,641	\$ 414,700
	Current Year Account Receivable	\$ -	\$ (228,438)	\$ (287,237)	\$ (348,641)	\$ (414,700)	\$ (465,060)
	Change in Due From	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Change in Accounts Payable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Change in Due to	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Change in Accrued Vacation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Change in Payroll Liabilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Change in Prepaid Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Change in Deposits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Change in Deferred Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Depreciation Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cash Flow from Investing Activities		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cash Flow from Financing Activities							
	Source - State Revolving Loan	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Use - State Revolving Loan	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Source - ESP Start-up Loan	\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ -
	Use - ESP Start-up Loan	\$ -	\$ (12,188)	\$ (12,812)	\$ -	\$ -	\$ -
	Source - LOC	\$ -	\$ 766,204	\$ 697,371	\$ 409,958	\$ -	\$ -
	Use - LOC	\$ -	\$ (725,446)	\$ (738,129)	\$ (409,958)	\$ -	\$ -
	Ending Cash Balance	\$ -	\$ 96,655	\$ 188,736	\$ 398,409	\$ 815,422	\$ 1,305,812

Net Income as a % of Expenses: 0% 8% 3% 4% 6% 6%

This document was provided to the California Department of Education (CDE) from **International Studies Language Academy School**. This document is posted to the CDE Web site to meet the legal requirement of *Education Code* Section 33009.5.

For more information or questions about the content of this material or to obtain alternative versions, you may contact Thomas Pacheco at tpacheco@cde.ca.gov or 916-322-1755.



ISLA

International Studies Language Academy

**INTERNATIONAL STUDIES LANGUAGE ACADEMY
PETITION AFFIRMATIONS**

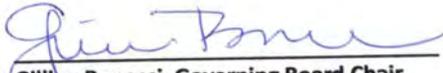
The proposed Charter School will follow any and all federal, state, and local laws and regulations that apply to the proposed Charter School, including but not limited to:

- A. The proposed Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code § 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools pursuant to Education Code § 47605(c)(1).
- B. The proposed Charter School shall be deemed the exclusive public school employer of the employees of the proposed Charter School for purposes of the Educational Employment Relations Act pursuant to Education Code § 47605(b)(5)(O).
- C. The proposed Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations pursuant to Education Code § 47605(d)(1).
- D. The proposed Charter School shall not charge tuition pursuant to Education Code § 47605(d)(1).
- E. The proposed Charter School shall admit all students who wish to attend the proposed Charter School, and who submit a timely application; unless the proposed Charter School receives a greater number of applications than there are spaces for students, in which case admission shall be determined through a public random drawing process. Except as required by Education Code § 47605(d)(2), admission to the proposed Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code § 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the proposed Charter School in accordance with Education Code § 47605(d)(2)(C) pursuant to Education Code § 47605(d)(2)(A)-(B).
- F. The proposed Charter School shall not discriminate on the basis of the characteristics listed in Education Code § 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code § 422.55 or association with an individual who has any of the aforementioned characteristics) pursuant to Education Code § 47605(d)(1).
- G. The proposed Charter School shall adhere to all provisions of Federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- H. The proposed Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary pursuant to Title 5 California Code of Regulations § 11967.5.1(f)(5)(C).
- I. The proposed Charter School shall ensure that teachers of the proposed Charter School possess a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to possess. As expressly permitted by statute, flexibility may be given to noncore, noncollege preparatory teachers pursuant to California Education Code § 47605(l).
- J. The proposed Charter School shall maintain necessary and appropriate insurance coverage.
- K. The proposed Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code § 47612.5(a)(1)(A)-(D).
- L. If a pupil is expelled or leaves the proposed Charter School without completing the school year for any reason, the proposed Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information pursuant to California Education Code § 47605(d)(3).
- M. The proposed Charter School shall maintain accurate and contemporaneous written records that document pupil attendance and make these records available for audit and inspection pursuant to California Education Code § 47612.5(a).
- N. The proposed Charter School shall on a regular basis consult with its parents and teachers regarding the proposed Charter School's education programs pursuant to California Education Code § 47605(c).
- O. The proposed Charter School shall comply with any jurisdictional limitations to locations of its facilities pursuant to California Education Code § 47605-47605.1
- P. The proposed Charter School shall comply with laws establishing the minimum and maximum age for public school enrollment pursuant to California Education Code §§ 47612(b), 47610.
- Q. The proposed Charter School shall comply with applicable portions of the No Child Left Behind Act.
- R. The proposed Charter School shall comply with the Public Records Act.
- S. The proposed Charter School shall comply with the Family Educational Rights and Privacy Act.
- T. The proposed Charter School shall comply with the Ralph M. Brown Act.
- U. The proposed Charter School shall meet or exceed the legally required minimum of school days pursuant to Title 5 California Code of Regulations § 11960.

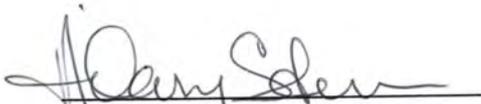
Approved by the Board of Directors on this fourteen day of June, 2016.

Signed:


Gillian Bonacci, Governing Board Chair

6/14/16
Date

Signed:


Hilary Stern, Co-Lead Petitioner

6/15/16
Date



**INTERNATIONAL STUDIES LANGUAGE ACADEMY
 TECHNICAL REVISIONS INDEX**

Technical Revision Requested by SBE	Corrections Page Number, Petition with "Technical Amendment"
ISLA must revise its petition, in Element 4–Governance Structure, to reflect that the ISLA governing board will include a parent representative who is a voting member.	120
ISLA must revise its bylaws to ensure that the ISLA governing board is adhering to the Brown Act in regards to posting, public access, and agenda requirements.	<i>Please see revised Bylaws.</i>
ISLA must delete the reference in the petition that states that actual enrollment that may vary from projected enrollment will not be considered a material revision. Any increase or decrease in enrollment that differs by more than 25 percent of the enrollment approved by the SBE in the charter or in an SBE approved revised charter, or a change that could significantly impact the academic or financial sustainability of ISLA must be submitted to, and approved by the SBE and could constitute a material revision to the ISLA petition.	19
ISLA must adhere to the terms and conditions as noted in Attachment 1 of the May 12, 2016, Item. (pp. 1–3, Enclosure 3)	<i>ISLA has provided assurances to that end and will adhere to the Standard Conditions on Opening and Operation.</i>
ISLA may locate only within the geographic boundaries of the Glendale Unified School District (GUSD). Any delay in opening beyond the operational date of September 30, 2016, would constitute a material revision to the ISLA petition, which must be heard at a public meeting of the SBE.	244
The CDE recommends a technical amendment to revise the ISLA petition to address the services agreement with Academica California, LLC, which outlines a specific plan to secure the services of individuals who have the necessary background in curriculum, instruction, and assessment. (p. 5, Enclosure 1)	<i>250, See Academica Agreement Addendum.</i>

<p>The CDE recommends a technical amendment to change the proposed order of admission preferences to align with California <i>Education Code (EC)</i> Section 47605(d)(2)(B) to state preferences in the following order: (1) pupils currently attending ISLA, and (2) pupils who reside within the boundaries of the district. Additional preferences beyond (1) and (2) may be permitted by the SBE as the chartering authority and only if consistent with the law. (p. 8, Enclosure 1)</p>	<p>215</p>
<p>The CDE recommends a technical amendment to revise the ISLA affirmations to include that ISLA shall not discriminate on gender identity or gender expression pursuant to <i>EC</i> Section 220. (p. 8, Enclosure 1)</p>	<p>5</p>
<p>The CDE recommends a technical amendment to include signatures from the petitioners attesting to these affirmations. (p. 8, Enclosure 1)</p>	<p><i>Enclosed. See Petition Affirmations.</i></p>
<p>The CDE recommends a technical amendment to revise the ISLA petition to include a schedule for targeted English Language Development (ELD) instruction during the school day for Transitional Kindergarten (TK) through grade eight. (p. 11, Enclosure 1)</p>	<p>53, 54</p>
<p>The CDE recommends a technical amendment to revise the ISLA petition to include a reclassification process that explicitly outlines an appropriate criteria for each grade level served at ISLA. (p. 11, Enclosure 1)</p>	<p>62-64</p>
<p>The CDE recommends a technical amendment to revise the ISLA petition to include a matrix describing which core academic subjects will be taught in the targeted languages of French, Spanish, German, and Italian in TK through grade eight. As noted above, the petitioners provided CDE with information; however, if approved as an SBE-authorized charter school, the ISLA petition will require an amendment to reflect this information. (p. 11, Enclosure 1)</p>	<p>41-44</p>
<p>The CDE recommends a technical amendment to revise the ISLA petition to include a detailed plan describing a framework for instructional design to align with the needs of the pupils that are identified in the ISLA petition. (p.11, Enclosure 1)</p>	<p>50</p>
<p>The CDE recommends a technical amendment to revise the ISLA petition to delete any and all references to the California High School Exit Exam. (p. 11, Enclosure 1)</p>	<p><i>Deleted, as requested.</i></p>
<p>The CDE recommends a technical amendment to revise the ISLA petition to include a requirement for certificated teachers to have academic language proficiency in the targeted languages. (p. 16, Enclosure 1)</p>	<p>186</p>
<p>The CDE recommends a technical amendment to revise the ISLA petition to include criteria defining how academic language</p>	<p>175</p>

proficiency in a specific targeted language will be assessed in the teacher and hiring selection process. (p.16, Enclosure 1)	
The CDE recommends a technical amendment to revise the ISLA petition to include the qualifications for a counseling position to include a Pupil Personnel Service credential. (p. 17, Enclosure 1)	195
The CDE recommends a technical amendment to revise the ISLA petition to include that all volunteers will be subject to a Tuberculosis (TB) risk assessment prior to initial volunteer assignment as required by EC Section 49406(m). (q.17, Enclosure 1)	199
The CDE recommends a technical amendment to the ISLA petition to include that all volunteers will be subject to TB testing and Department of Justice (DOJ) clearances. (p. 18, Enclosure 1)	197, 199
The CDE recommends a technical amendment to the ISLA petition to include who will be designated as the custodian of record. (p. 18, Enclosure 1)	197, 199
The CDE recommends a technical amendment to the ISLA petition to revise the admission preferences to align with EC Section 47605(d)(2)(B) to state preferences in the following order: (1) pupils currently attending ISLA, and (2) pupils who reside in GUSD. Additional preferences beyond (1) and (2) may be permitted by the SBE as the chartering authority and only if consistent with the law. (p. 20, Enclosure 1)	215
The CDE recommends a technical amendment to the ISLA petition to delete any and all language indicating that: (1) the ISLA and GUSD have mutually agreed upon preferences in the public random drawing, applicable federal law, and non-regulatory guidance; and (2) that should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program, such modifications may be made at the discretion of ISLA without any need to materially revise the petition as long as such modifications are consistent with law and written notice is provided by ISLA to the GUSD. The CDE notes that if ISLA is authorized by the SBE, this mutual agreement will not be acceptable, and further, that modifications to the ISLA admissions preferences may constitute a material revision and will require SBE approval. (p. 20, Enclosure 1)	<i>Deleted as requested.</i>
The CDE recommends a technical amendment to clarify that the results of any language assessment will not be used to deny entry to ISLA, but may only be used to determine the proper placement of a pupil. (p. 20, Enclosure 1)	215
The CDE recommends a technical amendment to revise the ISLA petition to provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the ISLA petitioners reviewed the lists of offenses and procedures that apply to pupils attending non-charter public schools, and provide evidence that the charter petitioner	221

<p>believes the proposed lists of offenses and procedures provide adequate safety for pupils, staff, and visitors to the ISLA and serve the best interests of the ISLA pupils and their parents (guardians). (p. 23, Enclosure 1)</p>	
<p>The CDE recommends a technical amendment to revise the ISLA petition to outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which pupils are subject to suspension or expulsion. (p. 23, Enclosure 1)</p>	221
<p>The CDE recommends a technical amendment to revise the ISLA petition to include a statement that ISLA will comply with <i>EC</i> Section 48900(k)(2). (p. 23, Enclosure 1)</p>	222, 223
<p>The CDE recommends a technical amendment to revise the ISLA petition to include the following language:</p> <p>Recognize that, because it is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the ISLA petition, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the petition, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the petition. (p. 28, Enclosure 1)</p> <p>Recognize that if the substance of a dispute is a matter that could result in the SBE taking appropriate action, including, but not limited to, revocation of the charter in accordance with <i>EC</i> Section 47604.5, the matter will be addressed at the SBE’s discretion in accordance with that provision of law and any regulations pertaining thereto. (p. 28, Enclosure 1)</p> <p>Recognize that the SBE cannot be pre-bound to a contractual obligation to split the costs of mediation. (p. 28, Enclosure 1)</p>	239

**INTERNATIONAL STUDIES LANGUAGE ACADEMY
GOVERNING BOARD RESOLUTION
TO SUBMIT A MATERIALLY REVISED PETITION
TO LOS ANGELES COUNTY OFFICE OF EDUCATION**

WHEREAS, International Studies Language Academy is a nonprofit public benefit corporation existing under the laws of the State of California;

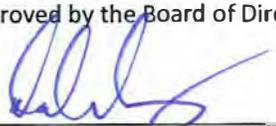
WHEREAS, International Studies Language Academy submitted a petition at a Glendale Unified School District Board of Education public meeting on October 6, 2015 to establish a charter school;

WHEREAS, the State Board of Education granted the petition to establish International Studies Language Academy to operate as a public charter school within Glendale Unified School District boundaries at a public meeting on May 12, 2016;

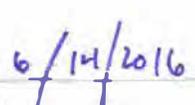
WHEREAS, International Studies Language Academy has revised the petition to reflect the technical amendments as requested by the State Board of Education;

NOW, THEREFORE, BE IT RESOLVED THAT, International Studies Language Academy, pursuant to California Education Code §47605, hereby confirms its intention to submit a materially revised petition of the International Studies Language Academy charter petition to State Board of Education requesting a one-year deferral to open the school.

Approved by the Board of Directors on this Fourteenth day of June, 2016.



Daniel Denny
Secretary



Date

Memorandum of Understanding

Between the

California State Board of Education,

and

International Studies Language
Academy

July 1, 2016–June 30, 2021

Rev. January 2016

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INTRODUCTION

This Memorandum of Understanding (MOU) is made and entered into by and between the California State Board of Education (SBE) and the International Studies Language Academy (ISLA) "the School." In this document, the SBE and the School shall collectively be referred to as "the Parties." At times, the California Department of Education (CDE) will be referred to in conjunction with oversight work, as the SBE has delegated to the CDE certain specific duties, as specified in this MOU.

Purpose of the Memorandum of Understanding

The SBE authorized the School to operate as a California Public Charter School under the State of California Charter Schools Act of 1992 (the Act) on May 12, 2016 by approving the School's petition for establishment of a charter School. The SBE as the authorizing agency has delegated to the CDE its obligations to oversee the School under the terms of this MOU, the provisions of the School's charter, applicable federal, state, and local laws and regulations.

The Act authorizes the creation of charter schools to improve pupil learning through a variety of means, including increased learning opportunities, innovative teaching methods, expanded choice for parents and pupils, and performance-based accountability.

The SBE recognizes that there are a limited number of matters related to the operation of the School that go beyond the provisions in the School's charter and acknowledges that the School's board of directors, governance council, and administrators will operate the School appropriately under the provisions of the charter. This MOU addresses matters that are not covered in the charter and provides guidance on the SBE oversight policies and procedures, including any, which may have been delegated to CDE. Additionally, this MOU outlines the Parties' agreements governing their respective fiscal and administrative responsibilities and legal relationships.

The SBE's fundamental concern is to be reasonably assured on a continuing basis that the School's board of directors, governance council and/or administrators are:

- Implementing the provisions of the approved charter and providing a rigorous instructional program that ensures the academic achievement of all pupils and all pupil subgroups.
- Adhering to all federal, state, and local laws and regulations that apply to the School.
- Operating the School prudently in all respects.
- Providing a sound education pursuant to the California *Education Code (EC)*.

TERM OF MEMORANDUM OF UNDERSTANDING

This MOU shall commence on the date upon which it is fully executed by duly authorized representative of the SBE and the School and shall cover the term of the charter. This MOU between the SBE and ISLA, the School, is inclusive of Attachments A–C. This MOU is subject to termination during the term or during any subsequent renewal as specified by law or as otherwise set forth in this MOU.

Duly authorized representatives of the Charter School and the SBE are:

- A duly authorized representative of the School is the Administrative Director, governing board president, chief executive officer/director of the School, or a designee appointed by the School's governing board or Administrative Director **as specified in the charter petition.**
- A duly authorized representative of the SBE is the State Board President, the Executive Director or his or her designee.

This MOU may be signed in counterparts each of which shall be deemed an original, but all of which together will constitute one and the same instrument. This MOU is for the term of the charter, shall be reviewed at least annually, and may be amended or augmented by addendum at any time with mutual agreement of the parties. The approved MOU (including any addendums) continues during the term of the charter, so long as the School is operational, but automatically expires if the School becomes non-operational, typically because of non-renewal, revocation, or renewal by a school district.

This MOU is subject to termination during its term as specified by law or as set forth in this MOU.

Term of Charter

The School is a public Kindergarten through grade eight School that will operate pursuant to a charter authorized by the SBE on May 12, 2016, and this MOU.

The School will be known as ISLA located at 1452 El Miradero Avenue, Glendale, CA 91202 and will commence operations between July 1 and September 30, 2016, subject to the conditions specified by the SBE.

The School's charter is authorized for a five-year period, ending June 30, 2021. The SBE reserves the right to approve amendments to the charter and/or revoke the charter pursuant to *EC* Section 47607. No amendment or variation of the terms of this MOU shall be valid, unless made in writing, signed by both parties, and approved by the SBE. If the School's charter is renewed or amended, a new MOU will be presented to the School for signature.

SECTION 1: GOVERNANCE AND ORGANIZATIONAL MANAGEMENT

The School will be operated by the ISLA “Governing Board.” The School is a separate legal entity and neither the SBE nor the CDE is liable for the debts and obligations of the School, or for claims arising from the performance of acts, errors, or omissions by the School. The SBE reserves the right to appoint a voting member to the Governing Board to represent its interests in accordance with *EC* Section 47604. The School will use all revenue received from state and federal sources only for the educational services specified in the charter and this MOU for the pupils enrolled and attending the School. Funding must be used in accordance with applicable federal and state laws and regulations and the terms or conditions of any grant or donation received.

Organization

The School will have a phone number, physical site address, all applicable addresses, and e-mail address posted on the School’s Web site and will update the posting immediately whenever the information changes. The School will provide the CDE with the phone numbers, physical site addresses, all applicable addresses, and e-mail addresses for the School’s administrative contacts and ensure that this information is kept current.

The School will provide the CDE with immediate written notice of any personnel changes in the School’s directors, officers, and/or administrators.

Establishment of Governance Structure (Governing Board)

At all times that it is operational, the School will have the following information posted on the School’s Web site and will update the information within 30 days of any changes:

- Articles of Incorporation
- Bylaws approved by the governing board, roster, biographies, and contact information of current governing board members
- The annual calendar of governing board meetings, including a description of how parents and community members will be notified of the meetings, will be posted on the Internet

Governing Board Responsibilities

Governing Board Meetings

The Governing Board agrees to conduct public meetings to ensure that the governing board approves and implements effective policies and procedures for the School. The School agrees that all meetings will be conducted and agendas posted in accordance with the Ralph M. Brown Act requirements pursuant to (California *Government Code* [GC] sections 54950–54962). All meeting agendas will be posted on the School’s Web site no less than 72 hours prior to each meeting, unless the meeting is called pursuant

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to GC Section 54956 or 54956.5. All policies, policy changes, and approved minutes will be posted on the School's Web site within 30 days of the associated meeting of the Governing Board.

Brown Act Training

The School will provide Brown Act training to its Governing Board members and administrative staff of the School prior to their execution of any duties. The School will certify to the CDE that the Governing Board and the administrative staff were trained in the Brown Act.

Conflict of Interest Policies:

The Governing Board will adopt policies and procedures regarding conflicts of interest, including provisions related to nepotism for the Governing Board, and the School's employees, vendors and contractors, to: (1) ensure that no action taken by an individual or the School results in actual or apparent conflicts of interest; and (2) verify that all Governing Board members and School administrators have participated in conflict of interest training.

Governing Board Policies:

In addition to policies addressed in the Petition, the Governing Board will adopt policies or procedures to guide the operation of the School.

- *Campus Supervision:* including, but not limited to, the supervision of pupils before and after school, and while on campus, pupil pick-up, as well as a procedure for visitors to enter and leave the campus. This policy will be posted on the School's Web site.
- *Safety Plan:* The safety and emergency plan will address at a minimum, fire emergencies, earthquakes and other natural disasters, civil disorder, accidents, injuries, and other threats to the health and safety of pupils and staff. The School will provide training for staff in responding to emergencies and conduct emergency response drills for its pupils. This policy will be posted on the School's Web site.
- *Notice to Parents/Guardians:* At all times it is operational, the School will have posted on the Internet information concerning the rights of parents and guardians under the federal Elementary Secondary Education Act (ESEA), if applicable, and the Family Educational Rights and Privacy Acts (FERPA), and will update the posting as quickly as possible whenever the information changes. The School will also provide a hardcopy of the information to each family at the beginning of each school year.
- *Family Educational Rights and Privacy Act (FERPA):* Parents and students of the School have a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C.A. § 1232g, the Family Educational Rights and Privacy Act (FERPA). The School, its officers and employees will comply with FERPA at all times. In addition, it is agreed that CDE employees with

legitimate educational interests will also have access to those records. Records will, at a minimum, include emergency contact information, health and immunization data, attendance summaries, and academic performance data from the statewide pupil assessments required pursuant to *EC* sections 60605 and 60851.

Administration

Enrollment and Admissions Documentation: At all times it is operational, the School will have the following information posted on the Web site and will update the posting as quickly as possible whenever the information changes:

- Descriptions of continued outreach and recruitment activities to reach target population.
- Procedures for application, the public random drawing, enrollment, and admission. A copy of any application and enrollment forms and information provided to prospective families.

Insurance and Risk Management

Prior to opening (or such earlier time as School may employ individuals or acquire or lease property or facilities for which insurance would be customary) the School must submit documentation to the CDE of adequate insurance coverage:

- *Property Insurance:* for replacement value, if offered by the insurance carrier, including coverage for all assets listed by the School, including property inventory and consumables. If full replacement value coverage is not available, the School shall procure property insurance in amounts as close to replacement value as possible.
- *General Liability:* At least \$2,000,000 per occurrence and \$5,000,000 in total liability, general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability of the School, its governing board, officers, agents, employees, or students. The deductible per occurrence for said insurance shall not exceed \$20,000 for any and all losses resulting from negligence, errors, and omissions of the School, its governing board, officers, agents, employees, or students.
- *Workers' Compensation:* In accordance with the provisions of the California *Labor Code*, insurance adequate to protect the School from claims under Workers' Compensation Acts, which may arise from its operation, with statutory limits.
- *Automobile Insurance:* to the extent necessary and in amounts appropriate for the type and use of the automobile.

The School will provide evidence of insurance coverage to the CDE prior to opening and workers' compensation, and automobile, which shall be based on the type and amount of insurance coverage maintained in similar settings.

Evidence of insurance coverage shall also be provided to the CDE annually thereafter, and the School will instruct the insurance carriers to notify the CDE immediately if the coverage becomes inoperative for any reason. The CDE may request to see evidence of insurance coverage at any time. If the School is advised by its insurance carrier, broker or joint powers authority that it should increase the limits contained in any of the above policies based on an audit or any other business necessity, the School will increase the limits on said policies and forward the revised evidence of insurance coverage to the CDE.

In addition, the School will institute risk management policies and practices to address reasonably foreseeable incidents. The School will hold harmless, defend, and indemnify the SBE and the CDE, all officers and employees, from every liability, claim, or demand that may be made for any reason. In cases of such liabilities, claims, or demands, the School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the SBE and/or the CDE, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the Parties mentioned herein.

All claims and/or settlements between the School or one of its employees, or the School's insurance carrier and another party, must be reported to the CDE, regardless of whether the claim or settlement involves financial compensation or not, if the settlement pertains to resolution of claims regarding suspected child abuse or an inappropriate relationship with a minor.

Teacher Credentials and Highly Qualified Teacher Requirements

The School will certify compliance with the Elementary and Secondary Education Act (ESEA) highly qualified teacher requirements (HQT). The School will have on file evidence that teachers of any ESEA No Child Left Behind core subject meet the HQT requirements as they apply to charter schools. The School will provide the CDE with the names of all classified and credentialed staff, their credential types, and teaching assignment by September 15 of each year. The School must also upload their credential information to the File Transfer Protocol (FTP) at least 30 days before the first day of the site visit.

Business Services, Education Management, and Vendor Contracts

If within the term of the charter, the School contracts with a vendor to provide business services including but not limited to payroll, accounting and budgeting, attendance accounting, fiscal reporting, contract management, or purchasing, the School must provide CDE a copy of its agreement that specifies the exact services to be provided and their cost, the term of the contract, and the School's provisions for monitoring the contract to ensure compliance with the contract and quality of service.

In addition, if the School contracts with an education management organization (EMO) or charter management organization (CMO), the School will provide the following:

- A draft of the proposed management contract.
- A recent corporate annual report and audited financial statements for the EMO/CMO.
- A description of the EMO's/CMO's roles and responsibilities for the management of the School and the internal controls that will be put in place to guide the relationship.
- A list of other schools managed by the EMO/CMO and the academic and operational results of such management.
- A list of and background on the EMO's/CMO's leaders and board of directors.
- A letter of assurance from the EMO/CMO that it has conflict of interest policies in place and that none of the principals of either the EMO/CMO or School have conflicts of interests.

Exclusive Employer

The School, and not the SBE, is the exclusive employer of all School employees for the purposes of the Educational Employee Relations Act (EERA) under *Government Code* Section 3540, et al. seq. The School has exclusive responsibility for the employment, management, discipline, termination, and liability therefore, for all School employees.

Facilities

Prior to opening, the School shall present to the SBE, written agreements (e.g., a lease or similar document) indicating the School's right to use the principle School sites and any ancillary facilities, including resource centers, identified by the petitioners for at least the first year of each School's operation. The School must also provide evidence that the facilities will be adequate for the School's needs. A pre-opening site visit will be conducted prior to opening of the School.

Satisfaction of this condition will be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities and Transportation Services Division. The facilities to be utilized by the School shall be accessible for all pupils and staff with disabilities. The School shall comply with the Americans with Disabilities act. The School facility must have a certificate for Education-Occupancy.

The School shall not commence instruction at any new facility until the Executive Director of the SBE or his/her designee has authorized the commencement of instruction at said facility. If during the term of the Charter, the School seeks to move to a new facility, a pre-opening site visit is required. Under extraordinary circumstances, such as a change of facilities necessitated by fire or natural disaster, the SBE may waive any site visit.

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The School will maintain on file all local approvals, including applicable fire marshal clearances, certificate(s) of occupancy, signed building permit inspections, and approved zoning variances.

Zoning and Occupancy

Not less than 30 days prior to the School's opening, the School shall present evidence to the Executive Director of the SBE or his/her designee that principle School sites and any ancillary facilities, including resource centers are located in an area properly zoned (or has obtained a zoning variance or exception to a zoning requirement by the local authorities) for operation of a School and/or has been cleared for pupil occupancy by all appropriate local authorities. For good cause, the Executive Director of the SBE may reduce this requirement to fewer than 30 days, but may not reduce the requirement to fewer than 10 days. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities and Transportation Services Division.

Health and Safety

The School will have posted on its Web site and have available a copy of each safety and emergency plan for pupils and staff, for each school site(s), if applicable. The plan (in addition to what is already required by law) shall address fire emergencies, earthquakes, natural disasters, civil disorder, intruders on campus, accidents, injuries, and any other threat to the health and safety of pupils and staff. The School will provide regular training for staff to respond to emergencies and will conduct regular, routine emergency drills for pupils and staff. In addition, the School will address their policies on bullying prevention as well, pursuant to the Safe Place to Learn Act, per *EC* Section 234 et. Seq.

All volunteers who will be performing services that are not under the direct supervision of a School employee and have unsupervised contact with pupils will submit to background checks and fingerprinting in a manner authorized by the Department of Justice.

Criminal History Background Checks and Subsequent Arrest Notification Service for Certificated Staff

The School shall comply with and maintain compliance of the requirements of *EC* sections 44237 and 44830.1, pertaining to criminal history record summaries, fingerprints, and subsequent arrest notices. The School must comply with *EC* Section 44830.1 in requesting a subsequent arrest service notification from the Department of Justice (DOJ). The SBE and/or CDE will request evidence that the School is in compliance with *EC* Section 44830.1, and may request evidence that it is receiving and/or subscribed to the DOJ's Subsequent Arrest Notification (SAN) service prior to opening. The School shall also affirm that the SAN service is subscribed to for the Custodian of Records for the charter School and that such notices are sent to no individual other than the Custodian of Records. The School will require all employees, and onsite vendors having unsupervised contact with pupils, to submit to background checks and fingerprinting in accordance with *EC* Section 45125.1.

The School will abide by Penal Code (*PC*) Section 11102.2 in appointing an approved Custodian of Records to monitor arrest records and maintain confidentiality of all information gained from the DOJ. Once approved by the DOJ, the School shall inform the SBE of the identity of their Custodian. The CDE requests the School upload this information to the FTP prior to the site visit, as specified in the Appendix C attached to this MOU.

Mandated Reporting

The School agrees to, and by signing this MOU, affirms that it will train its employees and persons working on behalf of the School who are mandated reporters on mandated reporting requirements. The School will develop a process for training these individuals and provide proof of completed training within the first six weeks of each school year, or within the first six weeks of the person's employment. Should this training not occur, the School is to report such information to the CDE pursuant to *PC* section 11165.7(d).

SECTION 2: EDUCATIONAL PERFORMANCE

Educational Program

Prior to opening, the School shall make the following information available for CDE review:

- A description of the curriculum development process the School will use; the scope and sequence for the grades envisioned by the School; the complete educational program for pupils to be served in the first year including, but not limited to, a description of the curriculum and identification of the basic instructional materials to be used; plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials
- Identification of the specific assessments that will be used to evaluate student progress, in addition to the results of the statewide assessment system, the California Assessment of Student Performance and Progress, the California English Language Development Test or its successor assessments, the Content Standards Test, if applicable, and the California Physical Fitness Test
- The annual School calendar that includes, at a minimum, the number of instructional days and minutes required by law and the number of professional development days
- The daily bell schedule

1. The LCAP Requirement

Under the Local Control Funding Formula (LCFF), all LEAs are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet

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annual goals for all pupils, with specific actions to address state and local priorities identified pursuant to *EC* Section 52060(d). A Charter School is considered an LEA for this purpose. The Governing Board of the charter shall adopt an LCAP on or before July 1 of each school year. According to *EC* Section 52062, specific actions included in the LCAP, or the annual update of the LCAP, must be consistent with the strategies included in the School plans submitted pursuant to *EC* Section 64001. All charter Schools must complete an LCAP using the template adopted by the SBE found at <http://www.cde.ca.gov/fg/aa/lc/documents/approvedlcaptemplate.doc>. A charter School's LCAP is a separate document from the charter petition. The LCAP must describe the goals, for all pupils and each subgroup of pupils, which are aligned to the state priorities identified in *EC* Section 52060 that apply to each grade level served and the nature of the program. The chartering authority reviews the LCAP and the LCAP annual update as part of its regular oversight duties.

Under *EC* Section 47606.5, the School must demonstrate how the School consulted with specific stakeholders identified in development of its LCAP. In addition, *EC* 47605.5 further requires an annual update to the LCAP. The School must be familiar with each requirement of LCFF, specifically, with regard to the development, submission, and updates to the School's individual LCAP.

In addition, the School is subject to the Uniform Complaint Procedure (UCP) regarding the LCAP. The School shall therefore comply with *EC* Section 52075, which requires policies and procedures to be in place in order to implement this UCP process by June 30, 2014.

2. Special Education

Prior to opening, the School shall submit to the Executive Director of the SBE written verification of Special Education Local Plan Area (SELPA) membership as an LEA. To prove membership, the School must also submit either written verification that the School is (or will be at the time pupils are being served) participating in the SELPA, or an agreement between a SELPA, a School district that is a member of the SELPA, and the School, which describes the roles (and responsibilities of each party and that explicitly states that the SELPA and the School consider the School's pupils to be pupils of the School district in which the School is physically located for purposes of special education programs and services). Satisfaction of this condition should be determined by the Executive Director of the SBE based on the advice of CDE staff following a review of either (1) the School's written plan for membership in the SELPA, including any proposed contracts with service providers; or (2) the agreement between a SELPA, a School district, and the School. The School will also notify the Executive Director if it intends to make changes to its SELPA arrangement or membership, and will provide the Executive Director of the SBE with an updated membership.

3. Independent Study

The Governing Board will develop and maintain policies regarding independent study, and confirm that all forms and procedures are in compliance with applicable

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independent study statutes, attendance accounting procedures, and regulations. If the School plans to offer an independent study program to any of its pupils, and such a program is not already part of its charter petition, it must first submit a request for a material revision to the SBE, which must be approved prior to offering or implementing such a program.

4. Required Electronic Submissions to CDE Prior to Site Visits

The School will submit and/or update all required documents using the FTP system, at least 30 calendar days prior to the first day of the annual site visit by the CDE. Required documents and due dates are provided in Appendix C.

SECTION 3: FISCAL OPERATIONS

1. Funding

The School will be direct-funded in accordance with *EC* Section 47651(a)(3), and its general-purpose entitlement will be the amount computed by the LCFF pursuant to Section 42238.02, as implemented by Section 42238.03. The Parties recognize the authority of the School to pursue additional funding sources.

2. Internal Controls

The Governing Board will develop and maintain internal fiscal control policies governing all financial activities that are approved by the Governing Board. Prior to opening the School and whenever these policies are revised, a copy of these policies and procedures will be submitted to the CDE. The policies and procedures are subject to review during site visits to verify their implementation.

3. Fiscal Agent

The School is responsible for identifying and working with their County Superintendent of Schools to establish the appropriate funds and accounts in the county treasury for the School. Pursuant to *EC* Section 47651(a)(3), warrants shall be drawn in favor of the county superintendent of schools in the county where the LEA is located that initially denied the Charter that was later granted by the State Board of Education.

4. Pupil Attendance Accounting and Reporting

Within 30 days prior to opening, the School will submit proposed attendance accounting procedures for CDE approval, including software or any proposed spreadsheet or database formats. Software must be capable of producing reports as described in this section of the MOU.

Pursuant to *EC* Section 47612.5(a)(2), charter Schools are required to maintain contemporaneous records of attendance. To fulfill this requirement, the School shall

maintain hard copy attendance records that are signed and dated by the reporting teacher at least once per week. CDE will periodically request that the School send CDE copies of signed and dated weekly attendance from randomly selected School months. In addition, CDE will inspect weekly attendance records during the annual site visit and reserves the right to inspect or request weekly attendance during any announced or unannounced visit to the School. **Failure to maintain attendance records that are signed and dated each week by the teacher recording the attendance can result in loss of apportionment funding.**

The School's startup enrollment must be consistent with the enrollment data described in the charter. The School must submit enrollment and attendance reports according to the following schedule:

Data and Description	Deadline To Report to CDE
Pupil Estimates for New or Significantly Expanding Charters (PENSEC) Report— These data are used to calculate the first special advance apportionment for newly operational charter Schools which represents approximately 37 percent of annual funding.	July 30
First 20 Days Attendance— These data are used to calculate the second special advance apportionment for newly operational charter Schools, which represent approximately 18% of annual funding	No later than 15 days after the first 20 School days
First Principal Apportionment (P-1)— Attendance for all full School months between July 1 and December 31	January 5
Second Principal Apportionment (P-2)— Attendance for all full School months between July 1 and April 15	April 21
Annual— Attendance for the entire School year	June 30

In addition to submitting electronic data files, the School **must** submit hard copies of attendance records that include the following:

- Each pupil's daily attendance up to the last day included in the reporting period
- Summary reports that include all pupils' daily attendance subtotaled by School month and by grade
- Hourly attendance sheets signed and dated by teachers for any supplemental hours claimed

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Evidence of contact made with parents when pupils are absent from School (e.g., parent contact log, absence log, etc.) will be provided to the CDE, upon CDE's request. This evidence may be reviewed at any time, including but not limited to site visits to the School, or during an annual review process.

NOTE: It is critical that the above attendance reporting deadlines are met in an accurate and timely manner. If the School misses a reporting deadline or submits incomplete reports, it risks being excluded from that apportionment's certification and funding period. For example, if P-1 attendance data is not received in time for inclusion in the P-1 certification, the School's ADA defaults to zero and no funds are paid for the P-1 funding period, February through May.

CDE staff will review and certify the accuracy of the attendance data submitted by the School only when all documentation has been submitted and is accurate. **Attendance data submitted without the required detail will NOT be processed and may result in loss of funding for the School.**

5. Revenue and Expenditure Reporting

The School is required to submit periodic reports of revenues, expenditures, and reserves pursuant to EC Section 47604.33. The School must submit reports according to the following schedule:

Budget or Report	Deadline to Submit to CDE
Revised Preliminary Budget and Annual Update Pursuant to E.C. Section 47606.5, as applicable	July 1
First Interim Report—Expenditures through October 31	December 15
Second Interim Report—Expenditures through January 31	March 15
Final Unaudited Actuals Report for Prior Fiscal Year	September 15

6. Reserves

The School is expected to maintain reserves at a level at least equivalent to a School district of similar size as identified in California Code of Regulations, Title 5 (5 CCR) Section 15450.

School ADA	Expected Reserves
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0—300	Greater of 5%* or \$55,000**
301–1,000	Greater of 4%* or \$55,000**
1,001–30,000	3%

*Percentage applied to total expenditures and other financing uses.

**The dollar amounts are to be adjusted annually by the prior year statutory cost-of-living adjustment pursuant to *EC* Section 42238, rounded to the nearest thousand. The dollar amount for the current fiscal year is available at <http://www.cde.ca.gov/fg/fi/ss/distrinterimcsfy1516.asp>

The CDE may request additional information to evaluate the fiscal condition of the School.

7. Annual Audit

By April 1 of each year, the School must contract with an auditor from the Certified Public Accountants Directory Service (CPADS) provided by the California State Controller's Office (SCO) to prepare for the annual audit due on December 15 pursuant to *EC* Section 41020 and provide the following information to the CDE:

- Name and address of the auditor (the list of CPAs who may perform local education audits is available at <http://www.sco.ca.gov/cpads/>);
- The fee charged for the audit and whether that fee included the cost for auditing of additional Schools; and
- The number of consecutive years the School has contracted with the auditor.

By December 15 of each year, the School will submit an annual independent financial audit to the SCO, the CDE Charter School Division, the CDE Audit Resolution Office, and the county office of education of the county in which the School is located pursuant to *EC* Section 47605(m). The School will submit any management letters accompanying the audit report to the CDE. To receive a favorable renewal recommendation, each annual audit must be free of findings and exceptions; corrective actions plans must have been implemented so that no findings or deficiencies are repeated the following year.

The audit shall be conducted in accordance with auditing standards generally accepted in the United States of America, the standards set forth in *Government Auditing Standards* issued by the Comptroller General of the United States, and the Standards and Procedures for Audits of K–12 Local Educational Agencies (audit guide) adopted by the Education Audit Appeals Panel (EAAP). The audit guide is available at <http://www.eaap.ca.gov>.

8. Oversight Fees

Pursuant to *EC* Section 47613, the School will be charged an annual oversight fee not to exceed one percent (1%) of the amount received in the current fiscal year LCFF calculated pursuant to *EC* Section 42238.02, as implemented by *EC* Section 42238.03.

The initial annual oversight fee will be based on the School's current year P-1 apportionment.

The CDE will annually prepare an invoice to the School within 45 days after the certification of the P-1 apportionment. The final annual oversight fee will be adjusted based on the School's P-2 apportionment. Adjustments due to differences between the apportionments at P-1 and P-2 will be resolved as follows:

If the CDE under invoiced oversight fees (LCFF apportionments for P-1 were less than P-2), the CDE will recover fees from the Charter School by adding one percent (1%) of the difference to next fiscal year's invoice.

If the CDE over invoiced oversight fees (LCFF apportionments for P-1 were more than P-2), the CDE will refund those fees within 45 days after the due date of the P-2 apportionment.

Invoices are due and payable to CDE within 30 days of receipt.

9. Retirement Systems

Prior to the employment of any individuals by the School, the School must present evidence to the CDE that the School has made appropriate arrangements for the processing of the employees' retirement contributions to the California Public Employees' Retirement System (CalPERS) and/or the California State Teachers' Retirement System (CalSTRS).

SECTION 4: FULFILLING CHARTER TERMS

1. Adherence to the Charter

The School will adhere to all elements of its charter petition, including but not limited to its stated mission, measurable pupil outcomes, curriculum, and assessments.

2. Material Revisions to Charter

Changes to the charter deemed to be material revisions may not be made without SBE approval. Amendments to the charter considered to be material changes include, but are not limited to, the following:

- Substantial changes to the educational program including the addition or deletion of an educational program, mission, or vision
- Changing or adding a non-classroom based program

- Proposed increase or decrease in enrollment that differs by more than 25 percent (25%) of the enrollment approved by the SBE in the charter or in an SBE approved revised charter, or a change that could significantly impact the academic or financial sustainability of the School
- Adding or deleting the grade levels to be served
- Adding sites or closing sites
- Any action taken on the part of the School which will result in a significant shift in pupil population being shifted to or from a site (i.e. site-based program changed to an online program)
- Changing admissions policies and preferences
- Departures from the School's instructional philosophy or mission
- Changing the School's governance structure

There are some circumstances, which may or may not require a material revision. Before a material change is instituted, the charter School shall inform the SBE, so the SBE can determine whether a request for a material revision is needed. Material amendments to the School's charter may only be made upon the approval of the School's Governing Board, and will take effect only if approved by the SBE pursuant to EC section 47607.

The School shall seek approval from the CDE in advance of any relocation or establishment of a new site.

3. Site Visits

Prior to the SBE authorizing the School to commence operations, the School must demonstrate that it has completed specified actions and provided required documentation. The School may not commence operations without written authorization from the CDE.

The CDE will visit the School facility for an inspection and review prior to the time the School is scheduled to open. The School may not commence operations without written authorization from the CDE.

Annual Site Visits

The CDE will conduct at least one site visit annually to assess the School's fulfillment of the terms of the charter and this MOU. The site visit may include review of the facility, review of records maintained by the School, fiscal operations, and internal controls, interviews with the director of the School, staff, and clients, and observation of instruction in the classroom.

Unannounced Visits

The SBE reserves the right to make unannounced visits to the School, inspect any and all records requested, investigate, and interview staff if needed, in addition to the other rights afforded to the SBE as a chartering authority. Occasionally, this investigation and/or evidence can be exchanged via e-mail and telephone calls; however, the SBE reserves the right to personally visit the School.

4. Notification Regarding Renewal, Closure or Revocation

A School that seeks to renew its charter shall, before expiration of the charter, submit its petition for renewal to the Governing Board of the school district that initially denied the charter. If the Governing Board of the school district denies the School's petition for renewal, the School may petition the SBE for renewal of its charter pursuant to *EC* Section 47605(k)(3). The school should begin the renewal process in the fall prior to the charter's expiration date.

The School's charter will include a description of the procedures to be used in the event the School closes. The procedures must, at a minimum, contain all of the elements in 5 *CCR* sections 11962 and 11962.1, including a description of the procedures to be used if the School closes. The procedures shall ensure a final audit of the School to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records, as required by *EC* Section 47605(b)(5)(P).

The School will comply with all responsibilities and requirements in the attached Appendix B.

If the School is to close permanently for any reason, the CDE will serve written notice on the School that the School's closure procedures have been invoked. The School will immediately notify the CDE of the specific individual responsible for coordinating the School's closure procedures. The CDE will identify a staff member to work with the School to complete all closure activities.

Upon closure or revocation, the CDE reserves the right to take possession of any pupil records. Once revoked, the CDE reserves the right to log and either place in storage, or remove any property, physical (i.e. computers) or otherwise (i.e. software on the computers), for the purpose of offsetting any amounts owed to the State of California. The School must provide an inventory to the CDE, upon request, of all property, physical or otherwise, as referenced above.

For more information on school closure, please see the following information prepared by the CDE: <http://www.cde.ca.gov/sp/cs/lr/csclosure/rules.asp>

SECTION 5: SEVERABILITY

If any provision or any part of this MOU is held to be invalid, unenforceable, illegal, void and/or contrary to public policy or statute for any reason, then each Party shall be relieved of any obligations arising from such provision(s). The affected portion is

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severed from this MOU, and the balance of this MOU, if capable of performance, shall remain and continue in full force and effect.

SECTION 6: NON-ASSIGNMENT

No portion of this MOU or the Charter petition approved by the SBE may be assigned to another entity without the prior written approval of the SBE, or as specifically stated herein.

SECTION 7: WAIVER

A waiver of any provision or term of this MOU must be in writing and signed by both Parties. Any such waiver shall not constitute a waiver of any other provision of this MOU. The Parties agree that neither party to this MOU waives any of the rights, responsibilities, or privileges established by the Charter Schools Act of 1992.

Notifications

All notices, requests, and other communications under this MOU will be in writing and mailed to the following addresses:

To the CDE at:	
	Cindy S. Chan, Director Charter Schools Division California Department of Education 1430 N Street, Suite 5401 Sacramento, CA 95814
To the School at:	
	Gillian Bonacci, ISLA Governing Board Chair International Studies Language Academy 1452 El Miradero Avenue Glendale, CA 91202

This MOU includes the understanding of the Parties with respect to the matters covered in the MOU and supersedes any oral or written understandings between the Parties related to the subject matter of this MOU. No person or party is authorized to make any representations or warranties except as set forth herein; and no MOU, statement, representation, or promise by any individual or party that is not contained in this MOU will be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements, or promises that are not expressly set forth in this MOU. The Parties further acknowledge that this MOU may be modified, updated, or augmented with the mutual agreement of the Parties, as evidenced in writing.

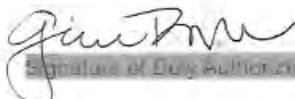
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Gillian Bonacci

6/3/16

Printed Name of Duly Authorized Representative of the School

Date



6/3/16

Signature of Duly Authorized Representative of the School

Date

Cindy S. Chan

Printed Name of Director, Charter Schools Division

Date

Signature of Director, Charter Schools Division

Date

Karen Stapt Walters, Executive Director

Printed Name of Duly Authorized Representative of the SBE

Date

Signature of Duly Authorized Representative of the Executive Director, SBE

Date

Appendix A: SBE-Authorized Charter School Site Visit

The California Legislature enacted the Charter Schools Act of 1992 to authorize the establishment of charter schools. The purposes of charter schools, as specified in California *Education Code (EC)* [Section 47601](#), are to:

1. Improve pupil learning.
2. Increase learning opportunities for all pupils.
3. Encourage the use of different and innovative teaching methods.
4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
5. Provide parents and pupils with expanded educational opportunities within the public school system without the constraints of traditional rules and structure.
6. Provide schools a way to shift from a rule-based to a performance-based system of accountability.
7. Provide competition within the public school system to stimulate improvements in all public schools.

Purpose of Site Visit

The site visit by the California Department of Education (CDE) is to assess the school's progress in governance and organizational leadership; educational performance; fiscal operations and internal controls; and adherence to the charter. The site visit will include a review of the facility; review of the school's records; interviews with the school's administration, staff, parents, advisory councils, and governing board. Additionally, the site visit will include classroom observations. The annual site visit is guided by professional integrity and is grounded in evidence, not opinion. The length of a site visit may vary but will average one and a half days.

PRE-VISIT	TIMELINE
The CDE oversight consultant contacts school to schedules the on-site visit.	6 weeks prior to visit
The CDE oversight consultant provides school leadership with an orientation to the process.	4 weeks prior to visit
School uploads documents requested by the CDE to the FTP	4 weeks prior to visit
The Oversight consultant reviews documents submitted by the school and record their initial questions about the school's performance according to protocol standards.	1–2 weeks prior to visit
The oversight consultant creates a draft schedule of interviews and classroom visits, finalizes the schedule with the school's input, and sends a copy of the schedule to the school.	

ON-SITE	TIMELINE
The oversight consultant spends a minimum of one and a half days on site conducting classroom visits, interviews with school administration, faculty, and students. The site visit will include a review of cumulative record folders and confidential special education files during the on-site visit.	At least 1 ½–2 days
The oversight consultant will communicate regularly with school leadership to keep the school informed of the consultant's progress and to seek the school's input on that progress.	Ongoing
The oversight consultant's primary objective is to evaluate the degree to which the school is meeting expectations specified in the school's charter. Collected evidence is discussed throughout the site visit with the site administration.	Ongoing
The oversight consultant presents an oral report of key concerns to school leadership.	Last day of visit

FOLLOWING THE VISIT	TIMELINE
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<p>After the site visit, the oversight consultant develops a written report/letter that formalizes the concerns discussed on site. This report/letter will be sent to the charter school administrator and Governing Board Chair or President. This report/letter will be used by the oversight consultant to monitor the school's progress toward addressing identified concerns.</p>	<p>1–2 weeks after the visit</p>
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APPENDIX B: School Closure Procedures Checklist

Invoking Closure Procedures

Item	Description	LEA Contact	Due Date	Verified
1	<p>In the case of revocation or non-renewal, the California Department of Education (CDE) shall notify the charter school in writing that the closure procedures have been invoked.</p> <p>In the case of voluntary surrender, the charter school shall notify the CDE in writing that the closure procedures have been invoked.</p>			

Immediate Actions

Item	Description	LEA Contact	Due Date	Verified
2	The charter school shall immediately notify the CDE of the location of all pupil and business records. Following that notification, no pupil or business records shall be disposed of, moved, or duplicated without the express written consent of the CDE, except that pupil records may be copied for pupils' parents/guardians or transferred to other schools, provided a notation is kept of the records copied or transferred.			
3	The charter school and the CDE shall each immediately identify an individual who will serve as the single point of contact for the entity regarding the school's close out activities.			
4	The CDE shall immediately notify the charter school in writing whether, on behalf of the State Superintendent of Public Instruction, it is taking over immediate and direct control of all the school's pupil and business records.			

Students and Parents/Guardians

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Item	Description	LEA Contact	Due Date	Verified
5	The charter school shall notify the parents/guardians of each pupil enrolled of the school's closure. Unless the CDE otherwise directs, the notification shall be immediate in the case of a revocation (that takes immediate effect) or shall occur within ten days of the invocation of the closure procedures in the case of closure at the end of current academic year.			
6	The charter school shall continue instruction until the end of the current academic year (unless a revocation takes immediate effect). The charter school shall publicly announce cancellation of all future classes.			
7	If the charter school continues instruction to the end of the current academic year, report cards shall be issued within seven days of the end of classes.			
8	The charter school shall notify surrounding school districts and the county office of education within 14 days of the school's forthcoming closure (or immediate closure if a revocation takes immediate effect).			
9	The charter school shall provide information to pupil and parents/guardians regarding alternative public school placements within 30 days of the announcement of the school's forthcoming closure, or immediately in the case of a revocation that takes immediate effect.			
10	The charter school shall offer to provide a copy of each pupil's cumulative file upon request of the pupil's parents/guardians. The school shall provide the copy within seven days of a request being received, ensuring that the documents are given to the parents/guardians identified as having legal custody or guardianship of the pupil.			
11	The charter school shall comply within seven days to requests for the transfer of pupils' cumulative files to other public or private schools in which the pupils enroll.			
12	The charter school shall respond within seven days to inquiries from pupils, their parents/guardians and from the media regarding the school's closure, the disposition of pupil and business records, and the alternative placement available to the pupils.			

Item	Description	LEA Contact	Due Date	Verified
13	The charter school shall provide the CDE within 14 days with a list of pupils (names, addresses, and phone numbers) in each grade level and the classes they have completed. Identify each pupil's district of residence, and a notation of where the pupil's records have been transferred.			
14	The charter school, if a local educational agency in a special education local planning area (SELPA), shall notify the SELPA within 14 days of the closure, complete all documentation necessary for special education pupils, and transfer copies of the pupil's records to the SELPA.			
15	The CDE shall respond promptly to inquiries from pupils, their parents/guardians, and from the media as necessary.			

Student and Business Records

Item	Description	LEA Contact	Due Date	Verified
16	Once the closure procedures have been invoked, no pupil or business records shall be disposed of, moved, or duplicated without the express written consent of the CDE, except for the duplication or transfer of pupil cumulative files as noted.			
17	At the point the charter school is dissolved, the pupil and business records shall come under the exclusive control of the CDE, which shall distribute, maintain, or dispose of the records as it determines appropriate.			
18	The charter school shall terminate all present leases, service agreements and other contracts not necessary for the close out of the school. Leases, service agreements, and contracts should be terminated in a cost effective manner in order to minimize expenses.			

Item	Description	LEA Contact	Due Date	Verified
19	The charter school shall return grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law. A final expenditure report for all grants will be submitted within 14 days. Federal grants must be closed out, including the filing of the required Final Expenditure Reports and Final Performance Reports. Federal Forms 269 and 269a may apply if the school was receiving funds directly from the United States Department of Education.			
20	Close all financial records of the school as of revocation or closure date.			

Faculty and Staff

Item	Description	LEA Contact	Due Date	Verified
21	The charter school shall immediately notify its faculty and staff of the school's closure, providing each with necessary information related to compensation and retirement, including, but not limited to, any optional benefits that they may continue after the school closes.			
22	The charter school shall provide the CDE within 14 days with a description of current and projected payroll and payroll benefits commitments through closure, including a list of each employee, and their job duties, and a projection of the funds necessary to: (1) transition the pupils and records; (2) complete all administrative closure related tasks; and (3) complete contracts and grants.			
23	The charter school shall provide CDE within 14 days with notice of any outstanding payments to staff and the method by which the school will make the payments.			
24	The charter school will within 14 days contact the California State Teachers' Retirement System, California Public Employees' Retirement System, and the county office of education and follow their procedures for dissolving contracts and reporting, copying the CDE on all correspondence.			

Item	Description	LEA Contact	Due Date	Verified
25	<p>Prior to final closeout, the charter school shall do all of the following on behalf of the school's employees:</p> <ul style="list-style-type: none"> • File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines. • File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63). • Make final federal tax payments (employee taxes, etc.). • File the final withholding tax return (Treasury Form 165). • File the final return with the Internal Revenue Service (Form 990 and Schedule). 			

Assets and Liabilities

Item	Description	LEA Contact	Due Date	Verified
26	The charter school shall notify all funding sources (including charitable partners) of the school's closure immediately.			
27	The charter school shall immediately notify all contractors (such as a charter management organization, education management organization, food service provider, instructional service provider, or transportation service provider) of the school's closure.			
28	If the charter school has any agreements with organizations representing employees, the charter school shall notify the organizations of the school's closure as may be specified in the agreements.			

Item	Description	LEA Contact	Due Date	Verified
29	The charter school shall notify the CDE within 14 days of all pending litigation to which the school is a party. The charter school shall immediately notify the CDE if litigation is filed thereafter up to the point that the school is formally dissolved.			
30	The charter school, within 30 days, shall prepare and deliver to the CDE a comprehensive list of creditors and debtors.			
31	The charter school, within 30 days, shall prepare and deliver to the CDE a comprehensive inventory of all assets, property on lien, and all pending assets not yet delivered.			
32	The charter school, within 30 days, shall prepare and deliver to the CDE a plan for the proposed disposition of all property owned by the school and purchased with public funds. Assets donated to the school may be returned to donors or disposed of in accordance with donor's wishes. Net assets, (after the payment of outstanding liabilities), if any, may be transferred to another public agency such as another charter school, after approval of the SBE. The charter school shall also provide a detailed inventory list of all physical assets, and shall include an identification of which funds were used to purchase each item.			
33	The charter school shall arrange for preliminary (if necessary) and final closure audits to be paid for from the special reserve or bond revenue. The auditor engaged to perform the audit(s) shall be from the list of approved school auditors maintained by the California State Controller's Office and shall be approved by the CDE. The audit(s) at a minimum shall determine the disposition of all assets and liabilities of the charter school and shall verify the school's comprehensive list of creditors and debtors, and the amounts owed or owing, as well as verify the school's comprehensive list of all assets by source, noting any restrictions on each asset's use.			
34	Based on the audit findings, and with the approval of the CDE, the charter school shall expend any identified assets to liquidate any identified liabilities.			

Dissolution of the School (Corporate) Entity

Item	Description	LEA Contact	Due Date	Verified
35	Following the resolution of all outstanding assets and liabilities, the charter school shall be dissolved. If established as a nonprofit public benefit corporation pursuant to California <i>Education Code</i> Section 47604, the corporation shall be dissolved. Written notification of the above shall be sent to the SBE, once final.			

Appendix C: File Transfer Protocol List of Documents to Submit to the California Department of Education Prior to Site Visit

SBE-Authorized Charter Schools	Due Date	Action Required		Name of School Staff Who Completed and When
School Web site Documents (not uploaded into the File Transfer Protocol [FTP]) <i>SBE-authorized charter schools are required to post the following information to their school's Web site.</i>		Update Annually	Update as Modified	
School phone, physical address, and e-mail addresses for the School's administrative contacts	September 1	x	x	
Articles of Incorporation	September 1		x	
Board-Approved Bylaws and Board-Approved Policies	September 1		x	
Annual Calendar of Board Meetings	September 1	x		
All Board Meeting Agendas and Minutes Posted (including a description of how parents and community members will be notified of meetings)	September 1		x	
Roster/biographies/contact information of current board members	September 1	x		
Current Charter Petition	September 1	x		
Outreach and Recruitment	September 1	x		
Enrollment form and enrollment Procedures	September 1	x		
Lottery Procedures (including preferences and procedures)	September 1	x		
Application and Enrollment Forms for Lunch Program	September 1	x		
Conflict of Interest Policy	September 1	x		
Pupil/Parent Handbook	September 1	x		
Campus Supervision Policy	September 1	x		

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Discipline Policy	September 1	x		
Complaint Procedures	September 1	x		
Williams Act	September 1	x		
Health/Safety and Emergency Plans	September 1	x		
Annual School Calendar	September 1	x		
Bell Schedule	September 1	x		
School Accountability Report Card (for prior academic year)	September 1		x	
LCAP Annual Update and three-year LCAP - Evidence of charter board approval. LCAP must address goals and action plans.	September 1		x	
Special Education Local Planning Area Membership	September 1		x	

Documents to be uploaded to the FTP or provided to CDE at the site visit for CDE to review <i>If documents are to be made available for the site visit, please list the title and location of the documents requested.</i>		Upload to FTP	Make available for CDE during site review	Name of School Staff Who Completed and When
Mandated Reporter Training Certification that all staff have completed mandated reporter training.	6 weeks after the start of school	x		
Document demonstrating all board members have received Brown Act training <i>Scanned/uploaded document demonstrating that all board members have received Brown Act training</i>	30 days prior to Site Visit	x		
Assurance that criminal record summaries are kept and available for review <i>Scanned/uploaded assurance document signed by the school leader that such records are kept and available for review</i>	30 days prior to Site Visit	x		
Board-Adopted Fiscal Control Policies <i>Scanned/uploaded document containing board-adopted internal fiscal control policies</i>	30 days prior to Site Visit	x		
Independent Study Policy (if applicable) <i>Scanned/uploaded document describing independent study policy (if none, state NA)</i>	30 days prior to Site Visit	x		
Employee Handbook <i>Scanned/uploaded current employee handbook</i>	30 days prior to Site Visit	x		
Scope and Sequence for all courses <i>Scanned/uploaded Scope and Sequence (Pacing Calendar) for sample of some courses and description of where Scope and Sequence for ALL courses can be found on school site.</i>	Provided at site		x	
Master Schedule <i>Scanned/uploaded document with master schedule and/or bell schedule with teacher names</i>	30 days prior to Site Visit	x		
Credentialed Highly Qualified Teachers <i>Completed Teacher Credential template for all teaching staff</i>	September 15	x	x	
Emergency Safety Binder <i>At minimum shall address fire emergencies, earthquakes, natural disasters, civil disorder, intruders on campus, accidents, injuries and any other threats to the health and safety of pupils and staff.</i>	Provided at site visit		x	
Pupil Files <i>Cumulative and Confidential Individualized Education Program files</i>	Provided at site visit		x	

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Employee Files <i>Completed Teacher Credential template for all teaching staff</i>	Provided at site visit		x	
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**AMENDED AND RESTATED
BYLAWS**

FOR

INTERNATIONAL STUDIES LANGUAGE ACADEMY,

A California Nonprofit Public Benefit Corporation

ARTICLE I. OFFICES

Section 1. Principal Office. The principal office of the corporation for the transaction of the business of the corporation shall be fixed and located at such place within or without the State of California as the Board of Directors (herein called the "Board") shall determine. The Board is granted full power and authority to change such principal office from one location to another.

Section 2. Other Offices. Branch or subordinate offices may be established at any time by the Board at any place or places.

ARTICLE II. MEMBERS

Section 1. Membership. The corporation shall have no members.

ARTICLE III. DIRECTORS

Section 1. Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, a management company, or committees however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers, enumerated in these Bylaws:

(a) To select and remove the officers, agents and employees of the corporation, prescribe powers and duties for them and as are not inconsistent with law, the Articles of Incorporation, or these Bylaws, supervise them, fix their compensation, and require, from them

security for faithful service. Such compensation may be increased or decreased at the pleasure of the Board.

(b) To make such rules and regulations for the conduct of the affairs and activities of the corporation as the Board may deem advisable and as are not inconsistent with law, the Articles of Incorporation or these Bylaws.

(c) To borrow money and incur indebtedness for the purpose of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation, or other evidences of debt and securities thereof.

Section 2. Number of Directors; Required Parent Director. The authorized number of directors shall consist of not less than three (3) nor more than twenty (20) directors, with the exact number of directors to be fixed within the limits specified herein by resolution of the Board as enacted from time to time. No reduction of the authorized number of directors shall have the effect of shortening the term of any incumbent director. At least one (1) director shall be a Parent of an International Studies Language Academy student (which, for the avoidance of doubt, shall be a voting member of the Board).

Section 3. Election. Directors shall be elected at a regular meeting but if any such regular meeting is not held or the directors are not elected there, the directors may be elected at any special meeting of the Board held for that purpose.

Section 4. Term of Office. Each director shall hold office for a term of three (3) years and until a successor has been elected and qualified. Directors may succeed themselves in office no more than one (1) additional term. The term of office shall end on the last day of the month of December.

Section 5. Removal. Any director may be removed with or without cause by the affirmative vote of a majority of the directors present at a meeting duly held at which a quorum is present.

Section 6. Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected before such time, to take office when the resignation becomes effective.

Section 7. Vacancies. Vacancies in the Board shall be filled by the affirmative vote of a majority of the Board. Each director so elected shall hold office until the expiration of the term of his or her predecessor and until his or her successor has been elected and qualified.

A vacancy or vacancies in the Board shall be deemed to exist in case of the death, resignation, removal of any director, or if the authorized number of directors is increased. The Board may declare vacant the office of a director who has been declared of unsound mind by a final order of court, or convicted of a felony, or found by a final order of judgment of any court to have breached any duty arising under Article 3 of the California Nonprofit Public Benefit Corporation Law.

Section 8. Interested Directors. Not more than forty-nine (49) percent of the persons serving on the Board at any time may be interested persons. An "interested person" is (1) any person being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (2) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law of any such person. Notwithstanding the foregoing, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 9. Place of Meeting. Regular or special meetings of the Board shall be held in accordance with California Government Code Section 54950 (hereinafter "Brown Act"). Regular meetings shall be held at the principal office of the corporation, or at a location as designated from time to time by the Board in accordance with the Brown Act.

Section 10. Regular Meetings. Regular meetings of the Board shall be held in accordance with the Brown Act.

Section 11. Special Meetings. Special meetings of the Board for any purpose or purposes may be called at any time by the President, the Secretary or any number of directors, in accordance with the Brown Act, in every regard, including posting, public access, and agenda requirements

Notice of the time and place of special meetings of the Board shall be given or delivered personally to each director at least forty-eight (48) hours before the meeting, sent to each director by first-class mail at least four (4) days before the meeting, or delivered by other form of written or telephonic communication (including cable, telegram, telex, facsimile, electronic mail and telephone) at least forty-eight (48) hours before the meeting. Such notice may be written or, if delivered by telephone or personally, oral. Written notice shall be addressed or delivered to each director at his or her address (e.g., mailing address, facsimile number or electronic mail address) as it is shown upon the records of the corporation, or as may have been given to the corporation by the director for purposes of notice, or, if such address is not shown on such records or is not readily ascertainable, at the place in which the meetings of the directors are regularly held.

Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed to have been given at the time it is personally delivered to the recipient or is delivered to a common carrier

for transmission, or actually transmitted by electronic means by the person giving the notice to the recipient, as the case may be. Oral narrative shall be deemed to have been given at the time it is communicated to the recipient or to such person at the office of the recipient who the person giving the notice has reason to believe will promptly communicate it to the recipient.

Notice to the Public for all Board meetings shall be given in accordance with the Brown Act.

Section 12. Waiver of Notice. Notice of a meeting need not be given to any director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such director. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

Section 13. Quorum. A quorum will consist of the greater of four directors or a majority of the duly elected and serving directors, except to adjourn as hereinafter provided in Section 15. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as an act of the Board of Directors, unless a greater number be required by the Articles of Incorporation or the provisions of the California Nonprofit Public Benefit Law, especially those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) appointment of committees, and (c) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 14. Participation in Meetings by Conference Telephone. Members of the Board may participate in any meeting through the use of video or telephone conference equipment so long as all Board members participating in such meeting can hear one another, and their votes shall be counted in accordance with the Brown Act.

Section 15. Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any directors' meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent directors if the time and place is fixed at the meeting adjourned, except that if the meeting is adjourned for more than 24 hours, notice of any adjournment to another time or place shall be given prior to the time of the reconvened meeting to the directors who were not present at the time of adjournment.

Section 16. Action Without Meeting. Any action required or permitted to be taken by the Board may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent or consents shall have the same effect as a unanimous vote of the Board and shall be filed with the minutes of the proceedings of the Board.

Section 17. Rights of Inspection. Every director shall have the absolute right at any reasonable time to inspect and copy any and all books, records, and documents of every kind of the corporation, and to inspect the physical properties of the corporation.

Section 18. Committees. The Board may designate and appoint committees, such as CEO Support and Evaluation, Academic Excellence, Development, Diversity, Personnel, Governance, Language, Facility, and Finance, and delegate to such committees any of the authority of the Board except with respect to:

(a) Take any final action on any matter, that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members of the Board or approval of a majority of all members of the Board;

(b) The filling of vacancies on the Board or in any committee;

(c) The fixing of compensation of the directors for serving on the Board or on any committee;

(d) The amendment or repeal of bylaws or the adoption of new bylaws;

(e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

(f) The appointment of committees of the Board or the members thereof;

(g) The approval of any self-dealing transaction, as defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as provided in Section 5233(d)(3) of such law; or

(h) The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected.

Any such committee must be established and the members thereof appointed, by resolution adopted by a majority of the number of directors then in office. The Board may appoint, in the same manner, alternate members of any committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. Unless the Board or such committee shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article applicable to meeting and actions of the Board. Minutes shall be kept of each meeting of each committee.

Section 19. Compensation. Directors and members of committees may receive such compensation, if any, for their services, and such reimbursement for expenses, as may be fixed or determined by the Board.

ARTICLE IV. OFFICERS

Section 1. Required Officers. The officers of the corporation shall be a Chairperson, a Secretary, and a Treasurer, each of whom shall be chosen by and hold office at the pleasure of the Board. Any number of offices required or permitted by this Article may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairperson of the Board.

Section 2. Permitted Officers. The Board may choose one or more Vice Chairpersons, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority and perform such duties as the Board at its pleasure may from time to time determine.

Section 3. Election of Officers. The officers shall be elected annually by the Board at a regular or special meeting of the Board, and may succeed themselves in office. Each person elected as an officer shall continue in office until the next annual election of officers or until his successor shall have been duly elected and qualified or until his earlier death, resignation or removal in accordance with these Bylaws. Vacancies of officers caused by death, resignation, removal or increase in the number of officers may be filled by the Board at a regular or special meeting.

Section 4. Removal of Officers. Any officer may be removed at any time with or without cause and with or without notice by the affirmative vote of the Board.

Section 5. Chairperson. Subject to the control of the Board, the Chairperson shall be the chief executive officer of the corporation and shall have general supervision, direction and control over the affairs and property of the corporation and over its several officers, and shall have such other powers and perform such other duties as may be delegated by the Board from time to time.

Section 6. Secretary. The Secretary shall be the custodian of the seal of the corporation and of the books and records and files thereof, and shall affix the seal of the corporation to all papers and instruments requiring the same. The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a minute book of all meetings of the Board and its committees. The Secretary shall also keep, or cause to be kept, at the principal office in the State of California the original or a copy of the Articles of Incorporation and Bylaws of the corporation, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committee thereof required by these Bylaws or by law to be given, and shall have such other powers and perform such other duties as may

be delegated by the Board. Any Assistant Secretary appointed by the Board to hold office at the pleasure of the Board, may have the same powers as the Secretary.

Section 7. Treasurer. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the corporation, including, without limitation, accounts of its assets, liabilities, receipts and disbursements, and shall send or cause to be sent to the directors of the corporation such financial statements and reports as are by law or these Bylaws required to be sent to them. The Treasurer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation and such depositories as may be designated by the Board. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, shall render to the Chairperson or the directors, whenever requested, an account of all transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be delegated by the Board.

Section 8. Term of Office. The term of office for the officers of the Corporation shall be two (2) year(s).

ARTICLE V. INDEMNIFICATION

The corporation shall have the power to indemnify directors, officers, employees and agents to the extent permitted by Section 5238 of the California Nonprofit Public Benefit Corporation Law and Chapter 42 of the United States Internal Revenue Code of 1986 (if applicable), as amended or superseded.

ARTICLE VI. SUPPORTING ORGANIZATION

The corporation is organized to operate and support International Studies Language Academy, a California charter school (and related schools, other educational institutions, programs and services).

The corporation's assets are irrevocably dedicated to public educational and charitable purposes. No part of the net earnings, properties or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment or provision for payment of all debts and liabilities of the corporation will be distributed to a nonprofit fund, foundation or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VII. REPORTS

The corporation shall furnish to all of the directors annually a report containing the following information in reasonable detail:

1 The assets and liabilities, including the trust funds, of the corporation as of the end of the preceding fiscal year.

2 The principal changes in assets and liabilities, including trust funds, during the preceding fiscal year.

3 The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the preceding fiscal year.

4 The expenses or disbursements of the corporation, for both general and restricted purposes, during the preceding fiscal year.

5 Any information, required by Section 6322 of the California Nonprofit Public Benefit Corporation Law, with respect to the preceding fiscal year.

The report required by this Article shall be accompanied by any report thereon of independent accountants, or if there is no such report, by the certificate of an authorized officer of the corporation that such reports were prepared without audit from the books and records of the corporation.

ARTICLE VIII. OTHER PROVISIONS

Section 1. Inspection of Articles and Bylaws. The corporation shall keep in its principal office in the State of California the original copy of its Articles of Incorporation and of these Bylaws, as amended to date, which shall be open to inspection by the directors and such other persons as required by law, at all reasonable times during office hours.

Section 2. Endorsement of Documents; Contracts. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the Chairperson of the Board, or any Vice Chairperson and the Secretary, any Assistant Secretary, the Treasurer, or any Assistant Treasurer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, but, unless so authorized by the Board, no such person or persons shall have any power or authority to bind the corporation by any contract or engagement to pledge its credit or to render it liable for any purpose or amount.

Section 3. Representation of Shares of Other Corporations. The Chairperson or any other officer or officers authorized by the Board or the Chairperson are each authorized to vote, represent, and exercise on behalf of the corporation all rights incident to any and all

shares of any other corporation or corporations standing in the name of the corporation. The authority herein granted may be exercised either by any such officer in person or by any person authorized so to do by proxy or power of attorney duly executed by said officer.

Section 4. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in Part 1 of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation law shall govern the construction of these Bylaws.

Section 5. Amendments. These Bylaws may be amended or repealed by the affirmative vote of a majority of the number of directors then in office.

CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify:

a. That I am the duly elected and acting Secretary of International Studies Language Academy, a California nonprofit public benefit corporation; and

b. That the foregoing bylaws, comprising 9 pages, constitute the Bylaws of such corporation as duly adopted by action of the Incorporator of the corporation duly taken on November 1, 2015.

IN WITNESS WHEREOF, I have hereunto subscribed my name and ~~affixed the seal of~~ such corporation this 14 day of June, 2016.



Daniel Denny, Secretary



ISLA

International Studies Language Academy

**INTERNATIONAL STUDIES LANGUAGE ACADEMY
DEPARTMENT OF JUSTICE AND SUBSEQUENT ARREST NOTIFICATION**

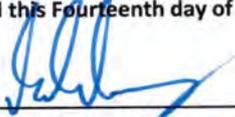
ASSURANCES

International Studies Language Academy (ISLA) will follow any and all federal, state, and local laws and regulations that apply to California Charter Schools, including but not limited to complying with and remaining compliant with the requirements of California *Education Code (EC)* Section 44830.1, pertaining to criminal history record summaries, fingerprints, and subsequent arrest notices (SAN). Accordingly, ISLA will request a subsequent arrest service notification from the Department of Justice (DOJ).

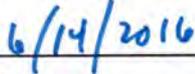
To that end, ISLA assures the following:

- (1) International Studies Language Academy (ISLA), is a local educational agency and the employer of record, and has a DOJ/SAN account;
- (2) that **all** school employees have the appropriate DOJ clearance;
- (3) that the custodian of records will receive the SANs;
- (4) that ISLA has a procedure for monitoring the SANs of the designated custodian of records, and;
- (5) employee records are kept secure at the School and available upon request for review;
- (6) the Custodian of Records were approved at the March 31, 2016 Board meeting;
- (7) ISLA Board approved the submission of the Application for Authorization to Receive Criminal Offender Record Information (CORI) pursuant to California Penal Code (PC) § 11105 on May 22, 2016; and
- (8) Once an Administrator is identified and hired, the administrator will sign this assurance, as well.

Signed this Fourteenth day of June, 2016, by the Custodian of Record:



Daniel Denny, Secretary
Custodian of Record on behalf of ISLA



Date



ISLA

International Studies Language Academy

**INTERNATIONAL STUDIES LANGUAGE ACADEMY
LIABILITY AND ASSURANCE TO INDEMNIFY, DEFEND, AND HOLD HARMLESS
THE STATE BOARD OF EDUCATION (SBE) AND THE CALIFORNIA DEPARTMENT OF EDUCATION (CDE)**

International Studies Language Academy (ISLA) will hold harmless, defend, and indemnify the State Board of Education (SBE) and the California Department of Education (CDE), their officers and employees, from every liability, claim, or demand that may be made by reason of:

- (1) any injury to volunteer; and
- (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the School, its officers, employees, or agents.

In cases of such liabilities, claims, or demands, the School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the SBE or the CDE, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

Signed this Fourteenth day of June, 2016:

A handwritten signature in blue ink, appearing to read 'D. Denny'.

Daniel Denny, Secretary
Custodian of Record on behalf of ISLA

A handwritten date in blue ink: '6/14/2016'.

Date



ISLA

International Studies Language Academy

**INTERNATIONAL STUDIES LANGUAGE ACADEMY
SPECIAL EDUCATION LOCAL PLAN AREA MEMBERSHIP**

Pursuant to Enclosure 3 of the State Board of Education Standard Conditions on Opening and Operating, International Studies Language Academy (ISLA) assures the following:

- (1) ILSA has applied to and been accepted by the Los Angeles County Office of Education Charter Special Education Local Plan Area (LACOE Charter SELPA) for membership as a local educational agency and that written verification has been provided to the State Board of Education;
- (2) Moreover, the ISLA Board has agreed to membership on May 22, 2016 to the LACOE Charter SELPA, and has approved and submitted assurances to LACOE Charter SELPA; and
- (3) Moreover, ISLA has been an active participant at the LACOE Charter SELPA Executive Directors meetings since April 2016;

Signed this Fourteenth day of June, 2016:

A handwritten signature in blue ink, appearing to read 'Denny', written over a horizontal line.

Daniel Denny, Secretary
Custodian of Record on behalf of ISLA

A handwritten date '6/14/2016' in blue ink, written over a horizontal line.

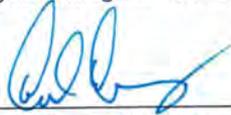
Date

CHARTER SCHOOL EDUCATIONAL SERVICES AND SUPPORT AGREEMENT
INTERNATIONAL STUDIES LANGUAGE ACADEMY
AND
ACADEMICA CALIFORNIA, LLC

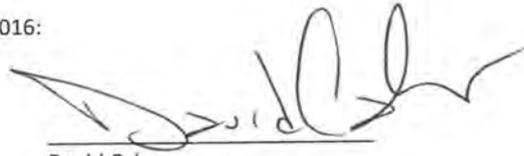
Pursuant to the request of the State Board of Education (SBE) for technical amendments in the Contract for Services between International Studies Language Academy (ISLA) and Academica California, ISLA and Academica California hereby agree to the following:

To meet the needs of the education program, the ISLA Board may seek the services of individuals who have the necessary background in curriculum, instruction and assessment, as necessary. At the direction of the Board, Academica California may identify services of individuals who have the necessary background in curriculum, instruction, and assessment. The ISLA Board will review identified service providers and approve agreements for services from individuals who have the necessary background in curriculum, instruction, and assessment.

Signed and agreed to this Fourteenth day of June, 2016:



Daniel Denny, Secretary
ISLA



David Calvo
Academica California



INTERNATIONAL STUDIES LANGUAGE ACADEMY

SPECIAL EDUCATION LOCAL PLAN AREA LOCAL EDUCATION AGENCY ASSURANCES

1. Free Appropriate Public Education 20 *United States Code (USC)* Section (§) 1412 (a)(1)

It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. Full Educational Opportunity 20 *USC* § 1412 (a)(2)

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

3. Child Find 20 *USC* § 1412 (a)(3)

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) 20 *USC* § 1412 (a)(4)

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. Least Restrictive Environment 20 USC § 1412 (a)(5)

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. Procedural Safeguards 20 USC § 1412 (a)(6)

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. Evaluation 20 USC § 1412 (a)(7)

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. Confidentiality 20 USC § 1412 (a)(8)

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. Part C, Transition 20 USC § 1412 (a)(9)

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. Private Schools 20 USC § 1412 (a)(10)

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. Local Compliance Assurances 20 USC § 1412 (a)(11)

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA), the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California *Education Code*, Part 30.

12. Interagency 20 USC § 1412 (a)(12)

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. Governance 20 USC § 1412 (a)(13)

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. Personnel Qualifications 20 USC § 1412 (a)(14)

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

15. Performance Goals and Indicators 20 USC § 1412 (a)(15)

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. Participation in Assessments 20 USC § 1412 (a)(16)

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. Supplementation of State/Federal Funds 20 USC § 1412 (a)(17)

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

18. Maintenance of Effort 20 USC § 1412 (a)(18)

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. Public Participation 20 USC § 1412 (a)(19)

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. Rule of Construction 20 USC § 1412 (a)(20)

(Federal requirement for State Education Agency only)

21. State Advisory Panel 20 USC § 1412 (a)(21)

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION 20 USC § 1412 (a)(22)

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. Access to Instructional Materials 20 USC § 1412 (a)(23)

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. Overidentification and Disproportionality 20 USC § 1412 (a)(24)

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. Prohibition on Mandatory Medicine 20 USC § 1412 (a)(25)

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as

a condition of attending school or receiving a special education assessment and/or services.

26. Distribution Of Funds 20 USC § 1411(e),(f)(1-3)

(Federal requirement for State Education Agency only)

27. Data 20 USC § 1418 (a-d)

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

28. Reading Literacy (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, Special Education Local Plan Area's (SELPA) Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. Charter Schools EC 56207.5 (a-c)

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

In accordance with Federal and State laws and regulations,
International Studies Language Academy
certifies that this plan has been adopted by the appropriate local board(s)
(district/county) and is the basis for the operation and administration of special
education programs; and that the agency herein represented will meet all applicable
requirements of state and federal laws, regulations and state policies and procedures,
including compliance with the Individuals with Disabilities Education Act, 20 *United
States Code (USC)* 1400 et.seq, and implementing regulations under 34 *Code of
Federal Regulations (CFR)*, Parts 300 and 303, 29 *USC* 794, 705 (20), 794- 794b, the
Federal Rehabilitation Act of 1973, as amended, and the provisions of the California
Education Code, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of
Regulations*.

Be it further resolved, the local educational agency (LEA) superintendent shall
administer the local implementation of procedures, in accordance with state and federal
laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by
this assurance statement are on file at the LEA and the SELPA office.

Adopted this 31st day of March, 2016.

Yeas: 4 Nays: 0

Signed: 

Name: Daniel Denny

Title: Secretary, ISLA Board

Superintendent, Secretary to the Board of Education (or use appropriate titles)

Mr, Gillian Bonacci, ISLA Board Chair
Date: April 28, 2016
Page 2

cc: Hector Murrieta, Chief Educational Programs Officer
Ricardo Mireles, LAC Charter Executive Board Chair
Arjun Kushwaha, Coordinator, LAC Charter SELPA



Los Angeles County Office of Education

Serving Students • Supporting Communities • Leading Educators

April 28, 2016

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Board of Education

Thomas A. Saenz
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Gabriella Holt

Alex Johnson

Monte E. Perez

Rebecca J. Turrentine

Mr. Gillian Bonacci, ISLA Board Chair
10401 Margate Street
North Hollywood, CA 91601

Re: Written Notice of Action by the Executive Directors Council

Dear Mr. Bonacci:

This letter is to serve as official notice of the following action of the Executive Directors Council. On April 21, 2016, the governing entity of the LAC Charter SELPA, the Executive Directors Council, voted to approve the following recommendation:

Recommendation for Conditional Approval of International Studies
Language Academy (ISLA) into the LAC Charter SELPA

The SELPA Director, based on a review and evaluation of the International Studies Language Academy (ISLA) SELPA Application and as reported to and discussed by the Executive Directors Council, recommends International Studies Language Academy be granted membership into the LAC Charter SELPA for the 2016-2017 School Year, conditional upon the Authorization of their Charter Petition by the State Board of Education.

As articulated in this recommendation, the approval is conditional upon official authorization of your Charter petition by the State Board of Education. Should your Charter Petition be authorized, please submit written verification from the authorizing entity of the approved authorization.

Upon receipt of this verification, we will respond again in writing to further clarify your membership requirements and status.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jim Anderson", with a large, sweeping flourish extending to the right.

Jim Anderson, M.S.
SELPA Director
LAC Charter SELPA

JA:nq

TK-8 Course Progression		
Kindergarten	Target Language 90%	English 10%
Immersion	Math Science History/Social Science Target Language Arts Physical Education	English Language Arts
First Grade	Target Language 90%	English 10%
Immersion	Math Science History/Social Science Target Language Arts Physical Education	English Language Arts
Second Grade	Target Language 80%	English 20%
Immersion	Math Science History/Social Science Target Language Arts	English Language Arts Physical Education
Third Grade	Target Language 70%	English 30%
Immersion	Science Math (in both TL and English) History/Social Science Target Language Arts	English Language Arts Math (in both TL and English) Physical Education
Fourth Grade	Target Language 60%	English 40%
Immersion	Science Math (in both TL and English) Target Language Arts	English Language Arts Math (in both TL and English) History/Social Science Physical Education
Fifth Grade	Target Language 50%	English 50%
Immersion	Target Language Arts History/Social Science Math (in both TL and English)	English Language Arts Science Physical Education Math (in both TL and English)
Sixth Grade	Target Language 25%	English 75%
Immersion	Language and Literature 1 World History Prehistory - 500	English 1 / Honors English 1 Advanced Math (Math 1) / Pre Algebra (Math 2) Integrated Science 1 Physical Education VAPA (two semesters) Design (two semesters)
Acquisition	Language B (Acquisition 1) Language C (Conversational 1)	English 1 / Honors English 1 Advanced Math (Math 1) / Pre Algebra (Math 2) World History Prehistory - 500 Integrated Science 1 Physical Education VAPA (one semester) Design (one semester)
Tertiary Acquisition	Language B (Acquisition 1) Language C (Conversational 1) World History Prehistory - 500 (in former target language)	English 1 / English 1 H Advanced Math (Math 1) / Pre Algebra (Math 2) Integrated Science 1 Physical Education VAPA (one semester) Design (one semester)
Seventh Grade	Target Language 25%	English 75%
Immersion	Language and Literature 2 World History 500 - 1700	English 2 / English 2 H Pre Algebra (Math 2) / Algebra 1 Integrated Science 2 Physical Education VAPA (two semesters) Design (two semesters)
Acquisition	Language B (Acquisition 2) Language C (Conversational 2)	English 2 / English 2 H Pre Algebra (Math 2) / Algebra 1 World History 500 - 1700 Integrated Science 2 Physical Education VAPA (one semester) Design (one semester)
Tertiary Acquisition	Language B (Acquisition 2) Language C (Conversational 2) World History 500 - 1700 (in former target language)	English 2 / English 2 H Pre Algebra (Math 2) / Algebra 1 Integrated Science 2 Physical Education VAPA (one semester) Design (one semester)
Eighth Grade	Target Language 25%	English 75%
Immersion	Language and Literature 3 History 1700 - Present / American	English 3 / English 3 H Algebra 1 / Geometry Integrated Science 3 Physical Education VAPA (two semesters) Design (two semesters)
Acquisition	Language B (Acquisition 3) Language C (Conversational 3)	English 3 / English 3 H Algebra 1 / Geometry History 1700 - Present / American Integrated Science 3 Physical Education VAPA (one semester) Design (one semester)
Tertiary Acquisition	Language B (Acquisition 3) Language C (Conversational 3) History 1700 - Present / American (in former target language)	English 3 / English 3 H Algebra 1 / Geometry Integrated Science 3 Physical Education VAPA (one semester) Design (one semester)

Elementary Student Distribution TK-5						
	French Immersion	German Immersion	Italian Immersion	Spanish Immersion	Totals	
YEAR 1	TK/K	24	24	24	24	96
	1	24	24	24	24	96
	2	12	0	0	12	24
	3	12	0	0	12	24
	4	12	0	0	12	24
	5	12	0	0	12	24

Elementary Student Distribution TK-5						
	French Immersion	German Immersion	Italian Immersion	Spanish Immersion	Totals	
YEAR 2	TK/K	24	24	24	24	96
	1	24	24	24	24	96
	2	24	24	24	24	96
	3	18	0	0	18	36
	4	18	0	0	18	36
	5	18	0	0	18	36

Elementary Student Distribution TK-5						
	French Immersion	German Immersion	Italian Immersion	Spanish Immersion	Totals	
YEAR 3	TK/K	24	24	24	24	96
	1	24	24	24	24	96
	2	24	24	24	24	96
	3	24	24	24	24	96
	4	25	0	0	25	50
	5	25	0	0	25	50

Elementary Student Distribution TK-5						
	French Immersion	German Immersion	Italian Immersion	Spanish Immersion	Totals	
YEAR 4	TK/K	24	24	24	24	96
	1	24	24	24	24	96
	2	24	24	24	24	96
	3	24	24	24	24	96
	4	24	24	24	24	96
	5	25	0	0	25	50

Elementary Student Distribution TK-5						
	French Immersion	German Immersion	Italian Immersion	Spanish Immersion	Totals	
YEAR 5	TK/K	24	24	24	24	96
	1	24	24	24	24	96
	2	24	24	24	24	96
	3	24	24	24	24	96
	4	24	24	24	24	96
	5	24	24	24	24	96

Projected Five-Year Student Enrollment Rollout Plan (Petition, p 16)

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K	96	96	96	96	96
1	96	96	96	96	96
2	24	96	96	96	96
3	24	36	96	96	96
4	24	36	50	96	96
5	24	36	50	50	96
6	60	72	72	120	120
7	90	120	120	180	180
8	0	90	120	120	180
TOTAL	438	678	796	950	1054

Middle School Student Distribution 6-8									
	French Acquisition	French Immersion	German Acquisition	German Immersion	Italian Acquisition	Italian Immersion	Spanish Acquisition	Spanish Immersion	Totals
YEAR 1	6	15	0	15	0	15	0	15	60
	7	0	23	0	22	0	22	0	2390
	8	0	0	0	0	0	0	0	0

Middle School Student Distribution 6-8									
	French Acquisition	French Immersion	German Acquisition	German Immersion	Italian Acquisition	Italian Immersion	Spanish Acquisition	Spanish Immersion	Totals
YEAR 2	6	34	12	10	0	10	0	14	1272
	7	15	15	15	15	15	15	15	15120
	8	0	23	0	22	0	22	0	2390

Middle School Student Distribution 6-8									
	French Acquisition	French Immersion	German Acquisition	German Immersion	Italian Acquisition	Italian Immersion	Spanish Acquisition	Spanish Immersion	Totals
YEAR 3	6	10	16	10	0	10	0	10	1672
	7	15	25	10	10	10	10	15	25120
	8	15	15	15	15	15	15	15	15120

Middle School Student Distribution 6-8									
	French Acquisition	French Immersion	German Acquisition	German Immersion	Italian Acquisition	Italian Immersion	Spanish Acquisition	Spanish Immersion	Totals
YEAR 4	6	20	25	15	0	15	0	20	25120
	7	20	35	10	25	10	25	20	35180
	8	15	25	10	10	10	10	15	25120

Middle School Student Distribution 6-8									
	French Acquisition	French Immersion	German Acquisition	German Immersion	Italian Acquisition	Italian Immersion	Spanish Acquisition	Spanish Immersion	Totals
YEAR 5	6	20	25	15	0	15	0	20	25120
	7	20	35	15	20	15	20	20	35180
	8	20	35	10	25	10	25	20	35180

ISLA

Sample Instructional Material

As indicated in the petition (page 75-77), ISLA will incorporate instructional materials already identified and in use at Benjamin Franklin Elementary School. Although certain texts and published curricular materials are essential as guiding resources in core courses, ISLA's educators will be given the support and freedom to bring additional resources into the classroom in order to provide curriculum that is appropriate in meeting diverse student needs. Due to specific content differences or content not being available in target languages, such as the history of the California missions or in math the use of a period for thousands, some texts used in target language education will be provided in English and/or tests will be translated.

The principal will lead a regular faculty review of instructional materials to determine which resources best meet the needs of the students in the implementation of the educational program. Such review may identify alternative instructional materials, such as those published by Santillana USA which are Common Core aligned and were developed for use in Spanish dual language programs. Additional curricula may be identified by each of the core departments after a lengthy study and analysis. All materials that will be considered primary resources must be able to be aligned to the applicable standards. Materials must also be compatible with the school's emphasis on: active learning strategies in a two-way dual immersion program and block schedule; problem-based learning; cognitive science research that proves the curriculum and its recommended pedagogical methods develop conceptual and in-depth understanding; and multiple assessments, including projects.

French – Kindergarten

Core Books

Découvrir le monde avec les mathématiques GS [Discovering The World With Mathematics For Kindergarten, Teacher Manual], D.Valentin, Hatier, 2005.

Mon cahier Maternelle, Grande Section, Tout le programme 5-6 ans [My Kindergarten Practice Book, Kinder, The Entire Program 5-6 years old], Kerstin Hache- Thibon, Fernand Nathan, 2013.

Supplemental Books

Phono Grande Section maternelle et début du CP: Développer les compétences phonologiques, Sylvie Cèbe, Jean-Louis Paour, Hatier, 2004.

Imagier maternelle et CP: 240 cartes à découper, Roland Goigoux, Sylvie Cèbe, Jean-Louis Paour, Hatier, 2004.

Mes premières lettres minuscules sur une ardoise, Virginie Chiodo, Bordas, 2011.

Mes premières lettres majuscules bâton sur une ardoise, dès 4 ans, Virginie Chiodo, Bordas, 2011.

German – Second Grade

Core Books

Frohes Lernen Lesebuch zur Fibel [Happy learning storybook for the reader]. Klett.

Frohes Lernen Fibel [Happy learning reader]. Klett.

Kunterbunt Lesebuch [A colorful (motley) storybook] Klett.

Kunterbunt Sprachbuch [A colorful (motley) language reader]. Klett.

Das ABC-Haus [The ABC House]. Klett.
Lies mal 4+5+6 [Read!]. Jandorf

Supplemental Books

Das neue Deutschmobil 1 Lehrbuch 1. Lehrwerk für Kinder Mit Audio CD. Klett.
Das neue Deutschbuch für Kinder Arbeitsbuch 1. Klett.
Das neue Deutschmobil Testheft 1. Klett.
Das neue Deutschmobil Wörterheft 1. Klett.
Lehrerhandbuch zu Deutschmobil 1. Klett.
Translated version of 'How Bread is Made.' The Sunshine reading series ('Wie Brot hergestellt wird').
Translated version of 'Anansi and the Talking Melon.' Holiday House Publishers ('Anansi und der sprechende Kuerbis').
Translated version of 'Anansi and the Magic Stick.' Holiday House Publishers ('Anansi und der magische Stecken').
Translated version of 'Anansi and the Moss-Covered Rock.' Holiday House Publishers ('Anansi und der moosbedeckte Stein').
Translated version of 'Anansi goes fishing.' Holiday House Publishers ('Anansi geht fischen').
Translated version of 'Anansi Party Time.' Holiday House Publishers ('Anansi Party-Zeit').

Spanish – Third Grade

Core Books

California Tesoros de lectura: Book 1 and Book 2, Macmillan/McGraw-Hill, 2010.
Vistas de California: Comunidades de California, Macmillan/McGraw-Hill, 2007.
Matematicas diarias, The University of Chicago Mathematics Project, The Wright Group/McGraw-Hill, 2008.
Libro de consulta del estudiante: (Workbook) Volume 1 & 2. The University of Chicago Mathematics Project, The Wright Group/McGraw-Hill, 2008.
California Ciencias, Macmillan/McGraw-Hill, 2008.

Italian – Fourth Grade

Core Books

Nel Giardino delle Storie 4 [The Garden of the Stories 4: Reading, Writing and Expressive Language Skills]. M. C. Peccianti. Giunti Scuola: 2009.
Il Libro delle Abilità 4: Scrittura, Ascolto e Parlato [The Book of Writing, Listening and Speaking Skills 4]. M. C. Peccianti. Giunti Scuola: 2009 (exercise book for 'Nel Giardino delle Storie 4')
Gramma 4: Ortografia, Morfologia, Sintassi [Grammar 4: Orthography, Morphology, Syntax]. Costa Doniselli, Taino La Spiga
Nel Giardino dei Saperi 4 [The Garden of Knowledge 4]. A. Valentini et al. Giunti Scuola: 2009.
Nel Giardino dei Saperi. Libro degli Esercizi 4 [The Garden of Knowledge. Exercise Book 4]. Giunti Scuola: 2009.

Nel Giardino Riflessione sulla Lingua 4-5 [The Garden. Reflections on the Italian Language 4-5]. M.C. Peccianti. Giunti Scuola.

Nel Giardino 4/5: Laboratori Espressivi [The Garden 4-5. Writing Laboratory]. T. Porcella. Giunti Scuola: 2009.

Il Mio Primo Dizionario. Nuovo MIOT [My First Dictionary: New Edition]. Giunti Junior: 2010.

Supplemental Books

Castelli in Aria: Lingua e Linguaggi 4. M. Puggioni. D. Branda. C. Binelli. Gunti del Borgo: 2009 (alternative core book series).

Castelli in Aria: Laboratorio di Scrittura 4-5. M. Puggioni. D. Branda. C. Binelli. Gunti del Borgo: 2011.

Castelli in Aria: Riflessione Linguistica 4-5. M. Puggioni. D. Branda. C. Binelli. Gunti del Borgo: 2009.

Il Nuovo Tutto Esercizi Italiano 4. Giunti Scuola: 2005.

Io, Tu e Pilù 2-3: Il libro delle Stagioni e delle Feste. Arte Musica Movimento Creatività. L. Valdiserra, Giunti Scuola: 2008.

Mate 4. E. Costa, L. Doniselli, A. Taino. La Spiga: 2009.

Mate Amica 4: Libroquaderno. La Spiga: 2009.

Pianeta Scrittura 4. F. Carrera. Modern School (La Spiga): 2003 (più come assessment per gli insegnanti).

Noi Cittadini del Mondo: Cittadinanza e Costituzione 4/5. L. Valdiserra. Giunti Scuola: 2009.

Guida Giunti Scuola. Italiano 4 [Giunti School Instructor's Guide for Italian Language Arts 4]. E. Bernacchi. Giunti Scuola: 2009 (guida per l'insegnante).

Sample 6-8 Instructional Material

As indicated in the petition (page 77), the middle school instructional materials to be utilized at ISLA will incorporate those already identified and in use at International Studies Charter School for grades 6-8 with additional materials for German from other sources such as the . Some of the texts that International Studies Charter School uses are Florida versions. However, each of those publishers also create California aligned versions of those texts. Moreover, many of these texts have also been adopted by the California Board of Education. Please see below for additional information on the International Studies Charter School curricula (with California versions, as may be applicable) that will be utilized at International Studies Language Academy. As this is a sample, not all grades and languages are listed below.

English Language Arts 7-8

SpringBoard, English Language Arts (Note: This program was adopted by the California State Board of Education on November 4, 2015 for grades 7-8.)

English Language Development 7-8

SpringBoard, English Language Arts & English Language Development (Note: This program was adopted by the California State Board of Education on November 4, 2015 for grades 7-8.)

Target Languages

Italian - Acquisition 6-8

Oggi in Italia, A First Course in Italian

Imparare leggendo (leveled literature)

Paravia, Antologia Amica

Italian - Immersion 6-8

Analisi Logica Insieme

Analisi del Periodo

Grammatica - Passaporto per I superiori

Allegramento Italiano 1

French - Acquisition 6-8

Methodes de français pour adolescents, Pourquoi Pas!, Livre de l'élève + CD 1-3

German - Immersion 6-8

Prima: Deutsch für Jugendliche. Cornelsen. F.Jin, M. Michalak, L. Rohrman, U. Voß.

Prima: Deutsch für junge Erwachsene. Cornelsen. F.Jin, M. Michalak, L. Rohrman, U. Voß.

Deutsch Prüfungstraining: DSD Stufe 1: Deutsches Sprachdiplom der Kultusministerkonferenz.

Cornelsen. J. Weigmann.

German Supplemental Books/Resources

Auf Seereise mit Christoph Kolumbus. Andreas Müller

Die Abenteuer des Odysseus. Dimiter Inkiov

Caius ist ein Dummkopf. Henry Winterfeld

Cäsars Streberladen. Carolin Philipps

Geolino (Zeitschrift)

Die Deutsche Gedichtbibliothek: <http://gedichte.xbib.de/>

Spanish - Acquisition 6-8

Vista Higher Learning, Descubre 1-3

Spanish - Immersion 6-8

Santillana USA, Dual Language Series 6

Santillana USA, En Español 7-8

Mathematics 6-8

McGraw-Hill, California Math, Courses 1–3 (Note: This program was adopted by the California State Board of Education on January 15, 2014 for grades 6-8.)

Pearson, CA Common Core Algebra I (Note: This program was adopted by the California State Board of Education on January 15, 2014.)

Pearson, CA Common Core Geometry (Note: The California State Board of Education does not conduct geometry adoptions.)

Science 6-8

Pearson Prentice Hall Integrated Science. (Note: Prentice Hall's California Science Explorer: Focus on Earth, Life, and Physical Science was adopted by the California State Board of Education on November 9, 2006 for grades 6-8. That was the last time a science adoption was made. On November 6, 2013, the California State Board of Education approved the Science Expert Panel's (SEP) recommended Integrated Learning Progression model as the preferred model for middle grades six through eight. Thus, science

instruction has shifted from the previous standalone discipline approach (earth, life, and physical) to the integrated approach. Although the California State Board of Education has not yet adopted instructional materials aligned with the Next Generation Science Standards, Pearson Prentice Hall has previously successfully navigated the instructional materials adoption process.)

Social Studies 6-8

McGraw Hill, Glencoe Discovering our Past (Note: This program was adopted by the California State Board of Education on November 9, 2005 for grades 6-8. That was the last time a social studies adoption was made.)

Elementary Teacher Distribution

	French Immersion n	German Immersion n	Italian Immersion n	Spanish Immersion n	
TK/K	1	1	1	1	TK/K Teachers can assist with grades 1-7 pushin/pullout, as needed, after TK/K dismisses
1	1	1	1	1	
2					
3	1			1	
4		0	0		
5	1			1	
	4	2	2	4	12
					Total Elementary Teachers

12 teachers
 *24 students per teacher
 288 children in K-5 program

Course Directory

Course	# of Cohorts		Sections	Cohort(s) Enrolled
	6th grade	7th grade		
English 1/H	2		2	FA1/GA1/IA1/SA1
English 2/H		3	3	FI2/GI2/II2/SI2
French Acquisition 1	1		1	FA1
French Conversational 1	1		1	FA1
French Language and Literature 2		1	1	FI2
(French) World History 500-1700		1	1	FI2
German Acquisition 1	1		1	GA1
German Conversational 1	1		1	GA1
German Language and Literature 2		1	1	GI2
(German) World History 500-1700		1	1	GI2
Italian Acquisition 1	1		1	IA1
Italian Conversational 1	1		1	IA1
Italian Language and Literature 2		1	1	II2
(Italian) World History 500-1700		1	1	II2
Spanish Acquisition 1	1		1	SA1
Spanish Conversational 1	1		1	SA1
Spanish Language and Literature 2		1	1	SI2
(Spanish) World History 500-1700		1	1	SI2
(English) World History Pre - 500	2		2	FA1/GA1/IA1/SA1
Reading Intervention	0.33	0.67	1	All 8
English Language Development	0.33	0.67	1	All 8
Math Intervention	0.33	0.67	1	All 8
Math 1	1		1	FA1/GA1/IA1/SA1
Math 2 / Pre Algebra		2	2	All 8
Algebra		2	2	FI2/GI2/II2/SI2
Integrated Science 1	2		2	FA1/GA1/IA1/SA1
Integrated Science 2		3	3	FI2/GI2/II2/SI2
Physical Education	1.5	2.5	4	All 8
VAPA	1.5	2.5	4	All 8

44 Total Sections

Assumptions

In year one, sixth grade will only offer acquisition in each of the four target languages.
 In year one, seventh grade will only offer immersion in each of the four target languages.
 The Course Directory is based on the Curricular Progression Chart on page 77.
 The projected cohorts per grade are based on the Projected Enrollment Rollout on page 16
 Sixth grade will only begin with an acquisition track. Seventh only with an immersion.
 Target language class size average for sixth grade is 15 (60/4 languages).
 Target language class size average for seventh grade is 22.5 (90/4 languages).
 Core class size average for sixth and seventh grade is 30.
 Physical education and VAPA class size average for combined sixth and seventh grade 37.5
 Sixth and seventh grade may also be combined in mathematics.
 Schoolwide class size average is 27 (150 students*8 periods = 44 sections).
 If there are low numbers of students for a separate English H class, that teacher may have dual rosters.
 Advisory is intentionally not included above due to its brief contact time.

Teacher Assignments

Target language teacher schedules include a component from both Assignment A and Assignment B

Middle School Teacher 1		Middle School Teacher 2		Middle School Teacher 3		Middle School Teacher 4	
Multiple Subject/BCLAD French		Multiple Subject/BCLAD German		Multiple Subject/BCLAD Italian		Multiple Subject/BCLAD Spanish	
French Acquisition	FA1	German Acquisition	GA1	Italian Acquisition	IA1	Spanish Acquisition	SA1
French Conversat	FA1	German Conversa	GA1	Italian Conversati	IA1	Spanish Conversa	SA1
French Language	FI2	German Language	GI2	Italian Language	II2	Spanish Language	SI2
(French) World H	FI2	(German) World H	GI2	(Italian) World H	II2	(Spanish) World H	SI2
Physical Ed	Combination of 8	Physical Ed	Combination of 8	Physical Ed	Combination of 8	Physical Ed	Combination of 8
VAPA	Combination of 8	VAPA	Combination of 8	VAPA	Combination of 8	VAPA	Combination of 8
TK-7 ELL Coordinator (No students)		ELD	Combination of 8	(English) World H	FA1/GA1/IA1/SA1	(English) World H	FA1/GA1/IA1/SA1
Planning/Prep		Planning/Prep		Planning/Prep		Planning/Prep	

*The above four FTE's may have any number of variations with part-time staffing and/or teacher credentials. Shaded boxed cells indicate "cored" student configuration.

Middle School Teacher 5		Middle School Teacher 6		Middle School Teacher 7	
Math/Foundational Math		Geo/Bio/Chem/Phy/Foundational		English	
Math 1	FA1/GA1/IA1/SA1	Integrated Scienc	FA1/GA1/IA1/SA1	English 1/H	FA1/GA1/IA1/SA1
Math 2 / Pre Alge	Combination of 8	Integrated Scienc	FA1/GA1/IA1/SA1	English 1/H	FA1/GA1/IA1/SA1
Math 2 / Pre Alge	Combination of 8	Integrated Scienc	FI2/GI2/II2/SI2	English 2/H	FI2/GI2/II2/SI2
Algebra	FI2/GI2/II2/SI2	Integrated Scienc	FI2/GI2/II2/SI2	English 2/H	FI2/GI2/II2/SI2
Algebra	FI2/GI2/II2/SI2	Integrated Scienc	FI2/GI2/II2/SI2	English 2/H	FI2/GI2/II2/SI2
Math Interventio	Combination of 8	TK-7 Push/Pull		Reading Intervent	Combination of 8
TK-7 Push/Pull		TK-7 Push/Pull		TK-7 Push/Pull	
Planning/Prep		Planning/Prep		Planning/Prep	

7
 Total
 Middle School
 Teachers
 150 students/7=21.4
 Teacher/Student
 Ratio

Elementary Teacher Distribution TK-5				
	French Immersio	German Immersio	Italian Immersio	Spanish Immersio
TK/K	1	1	1	1
1	1	1	1	1
2				
3	1			1
4		0	0	
5	1			1
	4	2	2	4
				12
				Total
				Elementary
				Teachers
	12 teachers			
	*24 students per teacher			
	288 children in K-5 program			

Course Directory Grades 6-8				Teacher Assignments											
		# of Cohorts		Course		Target language teacher schedules include a component from both Assignment A and Assignment B									
		6th grade	7th grade	Cohort(s) Enrolled		Middle School Teacher 1		Middle School Teacher 2		Middle School Teacher 3		Middle School Teacher 4			
						Multiple Subject/BCLAD French		Multiple Subject/BCLAD German		Multiple Subject/BCLAD Italian*		Multiple Subject/BCLAD Spanish			
English 1/Honors English 1		2		2	FA1/GA1/IA1/SA1	Assignment A	French Acquisition	FA1	German Acquisition	GA1	Italian Acquisition	IA1	Spanish Acquisition	SA1	
English 2/Honors English 2			3	3	FI2/GI2/II2/SI2		French Conversat	FA1	German Conversa	GA1	Italian Conversati	IA1	Spanish Conversa	SA1	
French Acquisition 1		1		1	FA1		French Language	FI2	German Language	GI2	Italian Language a	II2	Spanish Language	SI2	
French Conversational 1		1		1	FA1		(French) World Hi	FI2	(German) World H	GI2	(Italian) World Hi	II2	(Spanish) World H	SI2	
French Language and Literature 2			1	1	FI2										
(French) World History 500-1700			1	1	FI2	Assignment B	Physical Ed	Combination of 8	Physical Ed	Combination of 8	Physical Ed	Combination of 8	Physical Ed	Combination of 8	
German Acquisition 1		1		1	GA1		VAPA/Design	Combination of 8	VAPA/Design	Combination of 8	VAPA/Design	Combination of 8	VAPA/Design	Combination of 8	
German Conversational 1		1		1	GA1		TK-7 ELL Coordinator (No students)		ELD	Combination of 8	(English) World H	FA1/GA1/IA1/SA1	(English) World H	FA1/GA1/IA1/SA1	
German Language and Literature 2			1	1	GI2		Planning/Prep		Planning/Prep		Planning/Prep		Planning/Prep		
(German) World History 500-1700			1	1	GI2		The above four FTE's may have any number of variations with part-time staffing and/or teacher credentials. Shaded boxed cells indicate "cored" student configuration								
Italian Acquisition 1		1		1	IA1		*Currently, no Italian BCLAD authorization exists. Notwithstanding, these target language teachers must pass the Italian CSET. This is also the practice at GUSD.								
Italian Conversational 1		1		1	IA1		Middle School Teacher 5		Middle School Teacher 6		Middle School Teacher 7				
Italian Language and Literature 2			1	1	II2		Math/Foundationa	Math	Geo/Bio/Chem/Phy/Foundationa		English		7		
(Italian) World History 500-1700			1	1	II2		Math 1	FA1/GA1/IA1/SA1	Integrated Scienc	FA1/GA1/IA1/SA1	English 1/H	FA1/GA1/IA1/SA1	Total		
Spanish Acquisition 1		1		1	SA1		Math 2/Pre Alge	Combination of 8	Integrated Scienc	FA1/GA1/IA1/SA1	English 1/H	FA1/GA1/IA1/SA1	Middle School		
Spanish Conversational 1		1		1	SA1	(English) World History Pre - 500	2	Math 2/Pre Alge	Combination of 8	English 2/H	FI2/GI2/II2/SI2	Teachers			
Spanish Language and Literature 2			1	1	SI2	Reading Intervention	0.33 0.67	Algebra	FI2/GI2/II2/SI2	English 2/H	FI2/GI2/II2/SI2				
(Spanish) World History 500-1700			1	1	SI2	English Language Development	0.33 0.67	Algebra	FI2/GI2/II2/SI2	English 2/H	FI2/GI2/II2/SI2	150 students/7=21.4			
Math 1		1		1	FA1/GA1/IA1/SA1	Math Intervention	0.33 0.67	Math Intervention	Combination of 8	Reading Intervent	Combination of 8	Teacher/Student Ratio			
Math 2/Pre Algebra			2	2	All 8	TK-7 Push/Pull		TK-7 Push/Pull		TK-7 Push/Pull					
Algebra			2	2	FI2/GI2/II2/SI2	Planning/Prep		Planning/Prep		Planning/Prep					
Integrated Science 1		2		2	FA1/GA1/IA1/SA1	Legend		Based on the projected number of middle school students for year one, ISLA has identified the need for four VAPA/Design courses. Since each of the four target language teachers will also teach a VAPA/Design combination, teacher strengths and student interests will be considered in the determination of which courses are to be offered and which teachers will receive the corresponding assignment. The year one course offerings may manifest themselves as noted in the master schedule below. This example includes each of the four teachers with an exploratory wheel assignment with a VAPA spoke (one semester) and a Design spoke (one semester). The student rosters in both the VAPA and Design course will match the roster in the paired physical education class. Consistent with California Education Code § 44258.1, the holder of a multiple subject credential may teach "two or more subjects for two or more periods per day to the same group of pupils." The Administrator's Assignment Manual (California Commission on Teacher Credentialing, Eighth Revision: September 2007) states that "EC §44258.1 does not state which subjects may be taught in a core setting and whether the subjects are academic or elective, therefore, any two or more subjects may be 'cored'. In addition, the classes do not have to be consecutive periods of the day. However, the students must remain the same." Accordingly, the assignments below are consistent with the law and administrative regulation.							
Integrated Science 2			3	3	FI2/GI2/II2/SI2	FA1 = French Acquisition 6th grade									
Physical Education		1.5	2.5	4	All 8	FI2 = French Immersion 7th grade									
VAPA/Design		1.5	2.5	4	All 8	GA1 = German Acquisition 6th grade									
				44	Total Sections	GI2 = German Immersion 7th grade									
						IA1 = Italian Acquisition 6th grade									
						II2 = Italian Immersion 7th grade									
						SA1 = Spanish Acquisition 6th grade									
Assumptions															
In year one, sixth grade will only offer acquisition in each of the four target languages.															
In year one, seventh grade will only offer immersion in each of the four target languages.															
The Course Directory is based on the Curricular Progression Chart on page 77.															
The projected cohorts per grade are based on the Projected Enrollment Rollout on page 16															
Sixth grade will only begin with an acquisition track. Seventh only with an immersion.															
Target language class size average for sixth grade is 15 (60/4 languages).															
Target language class size average for seventh grade is 22.5 (90/4 languages).															
Core class size average for sixth and seventh grade is 30.															
Physical education and VAPA class size average for combined sixth and seventh grade 37.5															
Sixth and seventh grade may also be combined in mathematics.															
Schoolwide class size average is 27 (150 students*8 periods = 44 sections).															
If there are low numbers of students for a separate English H class, that teacher may have dual rosters.															
Advisory is intentionally not included above due to its brief contact time.															
						Middle School Teacher 1 Multiple Subject/BCLAD French First Semester: Art; Second Semester: Design									
						Middle School Teacher 2 Multiple Subject/BCLAD German First Semester: Chorus; Second Semester: Design									
						Middle School Teacher 3 Multiple Subject/BCLAD Italian* First Semester: Design; Second Semester: Theater									

STATE BOARD OF EDUCATION STANDARD CONDITIONS ON OPENING AND OPERATION

- **Department of Justice and Subsequent Arrest Notification.** Each State Board of Education (SBE)-authorized charter school shall comply with and remain compliant with the requirements of California *Education Code (EC)* Section 44830.1, pertaining to criminal history record summaries, fingerprints, and subsequent arrest notices (SAN), and that the School must comply with this Code section in requesting a subsequent arrest service notification from the Department of Justice (DOJ). The California Department of Education (CDE), will request written assurance on school letterhead that the School is in compliance with *EC* Section 44830.1. This assurance must provide evidence that (1) the School, as a local educational agency and the employer of record, has a DOJ/SAN account; (2) that **all** school employees have the appropriate DOJ clearance; (3) that the custodian of records will receive the SANs; (4) that the School has a procedure for monitoring the SANs of the designated custodian of records; and (5) employee records are kept secure at the School and available upon request for review. This assurance must be signed by the school administrator and the custodian of record.
- **Insurance Coverage.** Prior to opening, (or such earlier time as the School may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings. Additionally, the School will provide a document stating that the District will hold harmless, defend, and indemnify the SBE and the CDE, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the School, its officers, employees, or agents. In cases of such liabilities, claims, or demands, the School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the SBE or the CDE, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.
- **Memorandum of Understanding/Oversight Agreement.** Prior to opening, either: (a) accept an agreement with the SBE, administered through the CDE, to be the direct oversight entity for the School, specifying the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities; or (b) enter into an appropriate agreement between the charter school, the SBE (as represented by the Executive Director of the SBE), and an oversight entity, pursuant to *EC* Section 47605(k)(1), regarding the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities.
- **Special Education Local Plan Area Membership.** Prior to opening, submit written verification of having applied to a Special Education Local Plan Area (SELPA) for membership as a local educational agency and submit either written verification that

the School is (or will be at the time pupils are being served) participating in the SELPA; or an agreement between a SELPA, a school district that is a member of the SELPA, and the School that describes the roles and responsibilities of each party and that explicitly states that the SELPA and the district consider the School's pupils to be pupils of the school district in which the School is physically located for purposes of special education programs and services (which is the equivalent of participation in the SELPA). Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff following a review of either: (1) the School's written plan for membership in the SELPA, including any proposed contracts with service providers; or (2) the agreement between a SELPA, a school district, and the School, including any proposed contracts with service providers.

- **Educational Program.** Prior to opening, submit a description of the curriculum development process the School will use and the scope and sequence for the grades envisioned by the School; and submit the complete educational program for pupils to be served in the first year including, but not limited to, a description of the curriculum and identification of the basic instructional materials to be used; plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials; and identification of specific assessments that will be used in addition to the assessment identified in *EC* Section 60640 in evaluating student progress. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff.
- **Student Attendance Accounting.** Prior to opening, submit for approval the specific means to be used for student attendance accounting and reporting that will be satisfactory to support state average daily attendance claims and satisfy any audits related to attendance that may be conducted. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Fiscal Services Division.
- **Facilities Agreements.** Prior to opening, present written agreements (e.g., a lease or similar document) indicating the School's right to use the principal school sites and any ancillary facilities identified by the petitioners for at least the first year of each School's operation and evidence that the facilities will be adequate for the School's needs. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities and Transportation Services Division.
- **Zoning and Occupancy.** Not less than 30 days prior to the School's opening, present evidence that each School's facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. For good cause, the Executive Director of the SBE may reduce this requirement to fewer than 30 days, but may not reduce the requirement to fewer than 10 days. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School

Facilities and Transportation Services Division.

- **Final Charter.** Prior to opening, present a final charter that includes all provisions and/or modifications of provisions that reflect appropriately the SBE as the chartering authority and otherwise address all concerns identified by CDE and/or SBE staff, and that includes a specification that the School will not operate satellite schools, campuses, sites, resource centers, or meeting spaces not identified in the charter without the prior written approval of the Executive Director of the SBE based primarily on the advice of the Charter Schools Division (CSD) staff. Satisfaction of this condition is determined by the Executive Director of the SBE based primarily on the advice of the Director of the CSD.
- **Processing of Employment Contributions.** Prior to the employment of any individuals by the School, present evidence that the School has made appropriate arrangements for the processing of the employees' retirement contributions to the California Public Employees' Retirement System and the California State Teachers' Retirement System.
- **Operational Date.** If any deadline specified in these conditions is not met, approval of the charter is terminated, unless the SBE deletes or extends the deadline not met. If the School is not in operation by September 30, 2017, approval of the charter is terminated.

Prepared by the California Department of Education, August 2016



CALIFORNIA STATE BOARD OF EDUCATION

SEPTEMBER 2016 AGENDA

SUBJECT GENERAL PUBLIC COMMENT. Public Comment is invited on any matter not included on the printed agenda. Depending on the number of individuals wishing to address the State Board, the presiding officer may establish specific time limits on presentations.	<input type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing
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SUMMARY OF THE ISSUE(S)

This is a standing item on the agenda, which allows the members of the public to address the board on any matter that is not included in this meeting's agenda.

RECOMMENDATION

Listen to public comment on matters not included on the agenda.

BRIEF HISTORY OF KEY ISSUES

Not applicable.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Not applicable.

FISCAL ANALYSIS (AS APPROPRIATE)

Not applicable.

ATTACHMENT(S)

Not applicable.