

The Yolo County Office of Education will be a countywide and regional leader to support and advocate for equity and access to high-quality educational programs.



Yolo COE

Regular Meeting

Tuesday, July 23, 2019

Open Session: 3:30 PM

Yolo County Office of Education, Conference Center

1280 Santa Anita Court, Suite 120, Woodland, CA 95776

Published: Jul 18, 2019 03:05 PM

BOARD PACKET

BOARD MEMBERS

Shelton Yip, President

Carol Souza Cole, Vice President

Melissa Moreno

Cirenio Rodriguez

Matt Taylor

1. OPENING PROCEDURES

1. Call to Order and Roll Call
2. Pledge of Allegiance
3. Approval of Agenda
4. Public Comment

Quick Summary/Abstract:

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The Board reserves the right to establish a time limit on these discussions, or to refer them to the next regular meeting for further deliberation.

2. REPORTS

1. Board Member(s)/Superintendent/Superintendent's Advisory Team/Committee(s)
Quick Summary/Abstract:
 - a. Board Reports
 - b. Superintendent
 - i. Employee of the Month
 - c. Superintendent's Advisory Team
 - d. Committees
2. Associations (This Item provides an opportunity for YEA/CSEA/AFSCME representatives to address the Board and public)

3. ACTION ITEMS

1. Consent Agenda
Quick Summary/Abstract:

These items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion unless a Trustee or citizen requests that an item(s) be removed for discussion and separate consideration. In that case the designated item(s) will be considered following approval of the remaining items:

 - a. Approval of Minutes:

June 25, 2019 Regular Meeting Minutes
 - b. Temporary County Certificates
2. Resolution #19-20/01: Temporary Interfund Cash Transfers
3. Second Reading of Board Policies - 6000 (Instruction) Series
Quick Summary/Abstract:

Second Reading of Board Policies from the 6000 (Instruction) Series - 7 policies

 1. BP/SP 6161.2(a) Damaged or Lost Instructional Materials
 2. BP/SP 6162.5(a) Student Assessment
 3. BP/SP 6162.51(a) State Academic Achievement Tests
 4. AR 6162.51(a) State Academic Achievement Tests
 5. BP/SP 6162.54(a) Test Integrity/Test Preparation
 6. BP/SP 6162.6(a) Use of Copyrighted Materials
 7. AR 6162.6(a) Use of Copyrighted Materials

4. INFORMATION ITEMS

1. Head Start/Early Head Start Reports
 2. Assembly Bills 1505 & 1507
 3. Dan Jacobs Update
 4. Alternative Education Attendance Reports
 5. Superintendent Resolution #18-19/01: LEA Plan for Yolo County Career Academy Charter School
Quick Summary/Abstract:
Item to be presented for information in accordance with Education Code 47604.33(a)(2).
 6. Grade Levels by Credits Policy for Student Handbook
Quick Summary/Abstract:
Definition of Grade Level by credits in accordance with Board Policy 6146.3(a).
 7. 2018-19 Annual Average Daily Attendance (ADA) Report
 8. County of Yolo, Department of Financial Services Report
 9. Public Disclosure of Costs Associated with the 2018-19 Collective Bargaining Agreement between the Yolo County Office of Education (YCOE) and California School Employees Association (CSEA), Chapter #639
 10. Public Disclosure of Costs Associated with the 2018-2019 Collective Bargaining Agreement between the Yolo County Office of Education (YCOE) and American Federation of State, County and Municipal Employees (AFSCME) Union
 11. Public Disclosure of Costs Associated with the 2018-2019 Collective Bargaining Agreement between the Yolo County Office of Education (YCOE) and Yolo Education Association (YEA), Chapter #71
5. Suggested Future Agenda Item(s)
6. ADJOURNMENT

AGENDA PACKETS ARE AVAILABLE FOR REVIEW AT THE FOLLOWING LOCATIONS

- *Four calendar days prior to the meeting, a full Board packet is available for review at the office of the Yolo County Office of Education Reception Desk, 1280 Santa Anita Court,*

Suite #100, Woodland (8:00 a.m. - 5 p.m., Monday through Friday - excluding County Office of Education holidays).

- *Agenda documents distributed to the Board less than 72 hours before the meeting will be made available at the office of the Yolo County Office of Education Reception Desk, 1280 Santa Anita Court, Suite #100, Woodland (8:00 a.m. - 5:00 p.m., Monday through Friday - excluding County Office of Education holidays). [Government Code § 54957.5]*
- *Board Agendas are posted outside the YCOE Administrative Office building at 1280 Santa Anita Court, Suite #100 and #120, in weather-protected glass cases.*
- *The Board agenda is posted on the County Office website: www.ycoe.org*

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Yolo County Office of Education at 530-668-3703. Notification at least 48 hours prior to the meeting will enable the office to make reasonable arrangements to ensure accessibility to the Board meeting. (Government Code § 54954.2).

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1.3. Approval of Agenda

Type:
Action

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1.4. Public Comment

Type:

Procedural

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2.1. Board Member(s)/Superintendent/Superintendent's Advisory Team/Committee(s)

Type:

Informational

Quick Summary/Abstract:

- a. Board Reports
- b. Superintendent
 - i. Employee of the Month
- c. Superintendent's Advisory Team
- d. Committees

Attachments:

- 1. July Employee of the Month
- 2. Admin Services Update
- 3. Ed. Services Update

****EMPLOYEE OF THE MONTH****

On behalf of the Superintendent's Advisory Team, it is my pleasure to announce

Selyna Leach

as the Employee of the Month for July.

Selyna is to be commended for her leadership in organizing the 2019 Kinders Go to College (KGTC) events in both Woodland and West Sacramento

This year KGTC provided an opportunity for 200 kindergarten students – each with an 8 grade student mentors – to spend a day on a community college campus engaging in hands-on college and career related activities. Selyna attended organizing meetings with community college, university and district partners, worked with school sites to prepare and coordinated all of the materials and logistics for the two events.

These events could not have happened without Selyna. Kudos!

Congratulations Selyna!

ADMINISTRATIVE SERVICES JULY UPDATES

Crissy Huey - Associate Superintendent, Administrative Services

- The Administrative Services teams are in full swing as they transition from the end of one school year to the beginning of the new school year.
- Our services support the districts, programs and staff in many capacities. Summer is especially busy as we go through the fiscal year transition, the many site moves, budget updates, facility needs and technology requests. We are happy that we can be such a vital part of our organization and our mission to serve our students.
- The process continues to fill the ITS Director vacancy with interviews taking place on July 18th.

External Business Services

Director, Veronica Moreno

- EBS and ITS staff worked together to ensure for a smooth QSS fiscal year transition into 2019-20.
- EBS and the County Treasury are working closely together to enhance communication and efficiency between both departments.
- All 2018-19 liability accounts payable and payroll runs have been processed. Moving forward, all runs will be for the current 2019-20 year.
- The EBS Director will be reviewing district's 2019-20 adopted budgets and LCAPs in July and August as required under AB 1200 oversight.

Internal Business Services

Director, Debra Hinely

- The California Department of Education conducted an administrative review in May on the Child and Adult Care Food Program. The review indicates all areas reviewed are in compliance and no response is required. Since no further action is required, CDE closed this review.
- 2018-2019 Annual attendance has been submitted
- Internal Business is feverishly working on closing transactions for the 18-19 school year, while establishing the new fiscal year.

Support Operations Services

Director, Matthew Juchniewicz

Landscape cleanup projects completed at all sites.

Lincoln:

- All furniture and classroom items have been removed and stored; working on deep cleaning
- Moved vehicle fleet to corresponding sites

Plainfield:

- Removal/reinstallation of HVAC ducting complete
- C-wing demolition of 3,600sf ceiling tile complete
- C-wing Silicone roof restoration complete
- Working on installation of new ceiling tiles

Greengate:

- Infant space carpet installed
- D-Wing and infant space painted
- Infant space furniture installed
- B-Wing single mode fiber project complete

Santa Anita:

- Suite 190- water heater flue piping installed
- New conference center furniture delivered

Information & Technology Services**Interim Director, Crissy Huey**

- Work with TechEd to review needs for ViewSonic smartboards. Implement infrastructure changes or a configuration template to provide ViewSonic smartboards with bi-direction communication through the YCOE firewall.
- Working with SOS on the classroom site moves take down/set up technology needs
- Systems side of the ESS upgrade and new functionality:
 - Test environment
 - Davis ESS Implementation and Rollout
 - YCOE Re-Rollout and paperless APD implementation
- Aeries New Year Rollovers – YCOE, Winters, Esparto – Rolling this week
 - Create databases – New school configurations for Winters and YCOE
 - Data preparation
 - Attendance Calendars
 - New settings for Charter school programs
 - Alt Ed transition to quarter grading terms and credit based grade level placement
- CASEMIS to CALPADS Transition
 - Collaboration with SELPA over the last 3 years
 - Implementation year 2019-20
- CALPADS
 - End of Year Submissions – YCOE, Winters, Esparto
 - New Year Enrollments
- YCOE CTE pathways
- Course Assignment Monitoring
 - Align and update YCOE, Winters, Esparto course codes to new state course codes
- Davis employee contract project
- Woodland ESS security changes
- Time/Attendance import process for Davis
- SQL view project for Davis (long time outstanding project -- finally making progress on this one)
- Working through issues with US Bank daily reconciliation file processing
- Finalize QCC test environment with EBS/IBS

EDUCATIONAL SERVICES JULY UPDATES

Carolynne Beno - Associate Superintendent, Educational Services

- Conducted a listening and learning tour with YCOE departments.
- Carolynne Beno and Jessica Burrone met with Sacramento State University's Dean of Deaf Studies to promote a partnership for their students to have access to our Deaf and Hard of Hearing (DHH) programs, and encourage them to become future DHH Education Specialists.
- Began working on the Inclusive Early Education and Expansion Program grant with Gail Nadal and Jessica Burrone, which will be used county-wide to promote the inclusion of students with disabilities in general education pre-school settings.

Curriculum and Instruction Department

Director, Deb Bruns

- Hosted training for science teachers from Washington USD and Winters JUSD to conduct an in-depth review of new instructional materials.
- Garth Lewis, Deb Bruns and a panel of retired teachers interviewed Yolo County Teacher of the Year applicants.
- Deb Bruns selected for 2019-2020 Career and Technical Education Leadership Development Institute, a program funded by the California Department of Education (CDE) to train new and aspiring Career Technical Education (CTE) administrators on a variety of CTE topics and create networks of CTE professionals across the state.
- Wrapped up the 2018-2019 school year with 107 adult learners served by YCOE at the Adult Ed Transition office - 29 adult learners successfully transitioned into the workforce and 11 successfully transitioned into post-secondary education.
- Convened representatives from all 5 Yolo County school districts for Yolo County CTE Steering Committee Meeting to plan new county-wide projects funded by the Career Technical Education Incentive Grant (CTEIG) II and the K12 Strong Workforce Program (SWP) grant.

Early Childhood Education (ECE) Department

Director, Gail Nadal

- ECE will be submitting all Community Care Licensing applications for new licenses, changes to existing licenses and termination of current licenses.
- ECE has a planned timeline for final moves to take place to transition classrooms to new sites.
- ECE has submitted the annual Office of Head Start Program Information Report (PIR).
- Family Support teams have returned from their scheduled time off and are quickly recruiting and enrolling families at all sites.
- Region 9 has indicated that Head Start will have a FA2 Review and CLASS Review this year.

Equity and Support Services

Executive Director, Micah Studer

- Coordinated with probation to update Memorandums of Understanding (MOUs) to cover Dan Jacobs.
- Attend first Improvement Science Facilitator Training.
- Submitted all Board approved documents to CDE.
- Set dates for the North Central Counties Professional Learning Network (NCCPLN) for the coming year.
- Began calendaring the LCAP and budgeting process for the 2019-2020 year.

Special Education

Director, Jessica Burrone

- Held an administrative retreat to review the current reality of systems, and develop future outcomes and department goals.
- Outreach to district directors of special education and scheduled 1:1 meetings.
- Greengate held a luau on July 12, which was attended by former graduates and parents.
- Extended School Year (ESY) ended on July 12. During ESY students with Autism and Multiple Disabilities participated in Community Based Instruction at McDonalds, Jack Slaven Park, Dollar Tree, and Costco.
- Professional development addressing Behavior, Communication, Discrete Trial Training, and Trauma Informed Carew was held for staff working with students with Autism on July 15 and 16.

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2.2. Associations (This Item provides an opportunity for YEA/CSEA/AFSCME representatives to address the Board and public

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3. ACTION ITEMS

Type:

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3.1. Consent Agenda

Type:

Consent

Quick Summary/Abstract:

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a. Approval of Minutes:

June 25, 2019 Regular Meeting Minutes

b. Temporary County Certificates

Recommended Motion:

That one action is taken to approve the above listed items.

Attachments:

1. 6-25-19 Draft Meeting Minutes
2. TCC June 2019

YOLO COUNTY BOARD OF EDUCATION
Regular Meeting: June 25, 2019
DRAFT MINUTES

1.0 OPENING PROCEDURES

- 1.2 Call to Order and Roll Call. The Yolo County Board of Education met on June 25, 2019 at 3:35 p.m. in Regular session in the Conference Center located at 1280 Santa Anita Court, Suite 120, Woodland, CA. Board Members present were: Melissa Moreno, Carol Souza Cole, Shelton Yip and Matt Taylor. Cirenio Rodriguez arrived late. Board President Shelton Yip presided. Superintendent Garth Lewis was also present. (Roll Call held).
- 1.3 Pledge of Allegiance. The pledge of allegiance was conducted.
- 1.4 Approval of Agenda.
Trustee Souza Cole requested moving item #3.5 System of Support Plan 2019-20 to Information item # 4.1 right before the Head Start Reports and will approve agenda with that change.

MOTION: Souza Cole **SECOND:** Taylor **AYES:** Souza Cole, Taylor, Moreno, Yip **NOES:** None **ABSENT:** Rodriguez

- 1.5 Public Comment. Augustin Antonez requested to speak on the Davis Joint USD LCAP/Approval of LCAP.
(Statement was transcribed)

My name is Augustin Antonez and I have two (2) children at Cesar Chavez in the Davis School District and I have been involved in Davis schools and I read the LCAP for the last two years at the annual update. I have enrolled my daughter as an English learner and the services are not good and they are not there. My daughter had English classes for six (6) months and this is why I started collaborating with the school and the district to improve the services to English learners. My comments after I have read the LCAP for the upcoming school year is my personal opinion that this document should not be approved for several reasons; one is in terms of equity. I think that the district needs to make a better effort to actually use the supplemental funds to provide more services for education and not just English learners but education in Davis; and the persistent Achievement gap in Davis. And, when you read the section of the demonstration of the increased services per students and in the last section on pages 137-141 there is not a clear demonstration of the use of services and the budget is \$1.36 million dollars of supplemental funds for the students. This is one (1) and you can see that CA Education Code section 15496 a specific threshold will actually meet the requirements in supplemental funds and I believe that in Davis we are short of this threshold. There are several typographical errors for us, the public. It is hard to follow the document; I strongly suggest hiring someone to edit the document, and this is not the first year. And, I have collaborated with the district and just to express this I went to board meeting last time and expressed my concerns and I wanted to let you know that I am working on this and thank you for this participation.

Trustee Yip commented that we do not respond as a Board to public comments and that this issue is concerning a district LCAP. There are staff members in attendance that work with the districts and they are taking notes on this issue.

Trustee Rodriguez arrived at 3:45 p.m.

2.0 REPORTS

2.1 Board Member(s)/Superintendent/SAT/Committee(s).

Trustee Yip thanked Dr. DaRosa for her twenty (20) years of service at the Yolo County Office of Education (YCOE) and each Board member thanked Dr. DaRosa's strong commitment to students and her perserverance, leadership and integrity. A Resolution was given to Dr. DaRosa from Assemblymember Aguiar-Curry and Senator Bill Dodd's office acknowledging her career. Dr. DaRosa thanked everyone and commented that she has been honored to serve Yolo COE and the Board.

**A five-minute recess was taken at 3:52 p.m;
the meeting resumed at 4 p.m.**

a. Board Reports

Trustee Souza Cole - Attended last month's Executive Committee Meeting and Cesar Chavez's Community School Graduation ceremony at the Woodland Opera House, which was a wonderful event. She attended the special meeting on the LCAP and Budget on June 11, 2019. Attended a promotion for a student at Dan Jacobs where 40-50 people attended and was very impressed with the event. She thanked Crissy Huey, Associate Superintendent, Administrative Services and Debra Hinely, Director, Internal Business Services for meeting with her recently on the budget.

Trustee Rodriguez – Attended graduation events in Yolo County. He was lucky to represent the Concilio and give a scholarship to a deserving student at the YCOE alternative education graduation. He has been teaching every day and working with migrant education that serve sixty (60) high school ninth graders from Yolo county. The program is at the Woodland Community College (WCC) and he is enjoying working with the kids.

Trustee Moreno – She was grateful that she was invited to many of the graduations but unfortunately was out of town. She was able to attend meetings on the budget and LCAP. Trustee Moreno was contacted about the Davis Joint USD LCAP concerns because the Superintendent of Yolo County does approve their LCAP but there was a misunderstanding on the connection/relation between the county and district. She would be glad to help improve the quality of food for Head Start students and is excited to work with Gail Nadal, Director, Early Childhood Education, on this project. Attended the

meeting in Davis concerning closing of the Dan Jacobs juvenile detention facility (JDF)/ORR.

Trustee YIP – Attended all graduation events including: Alternative Education, Greengate and Adult Living Skills in Yolo County. Two (2) scholarships were handed out in the Alternative Education programs which was wonderful to see. Attended the Be the One conference and the YCOE Retirees event. Met with Dr. Beno on EPIC/Gateway charter school. Also attended the special board meeting on June 11, 2019 and thanked Board for their questions and engagement on the LCAP and budget.

b. Superintendent

Introduced the new Director of Special Education, Jessica Burrone to the Board.

- i. Superintendent Lewis noted that Item #2.1(b)(i) Report on Re-imagining Education will be moved to the August 29, 2019 Regular Board Meeting.

Attended the *Be the One* event which was a collaborative effort between the Local Childcare Planning Council (LPC) and the public health department. The event focused on how we are serving children in Yolo County. The youth that are attending the manufacturing program at the Yolo County Career Academy (YCCA) hosted a BBQ to say thank you to the YCOE team, which included the Facilities and Business departments. Superintendent Lewis attended the Local Childhood Planning Council (LCPC) retreat, which acknowledged the need to recognize the impact of adverse childhood experiences of trauma on children and families while improving services for these families. He attended the Board of Supervisors meeting on June 4, 2019 where YCOE shared successes of the Juvenile program and Alternative Education. He also attended the River City and Woodland High School graduations. Superintendent Lewis attended a session for Criminals and Gang Members Anonymous at Folsom Prison to serve as a Circle Keeper and focused on acknowledging a path to redemption for the prisoners.

Update on the JDF situation: The closure was pulled for reconsideration. A proposal before the Board of Supervisors would allow one of the pods at the Juvenile Detention Facility (JDF) to be utilized for booking adults. A special waiver or permission from the state to house juveniles and adults under the same roof is required. The County will know more tomorrow and with the change in direction there is a plan to continue to operate out of JDF for the 2019-20 school year. YCOE will also be looking at juvenile justice in Yolo county at an upcoming meeting. YCOE has also recently met with the Sheriff and CAO (County Administrator's Office) on ways to address the needs in Yolo County.

Superintendent Lewis also shared that he was at the California County Superintendents Educational Services Association (CCSESA) quarterly

meeting recently where they reviewed California Superintendent of Public Instruction, Tony Thurmond's priorities which include: closing the achievement gap, equity, recruitment of teachers of color, early childhood education, and student safety. He was also given an update on a grant for mental health services and partnerships with school districts. All of the applications must include statements on how the county office is involved with the effort.

Superintendent Lewis spoke about the Reimagining Education program which is a national group that helps find ways to help government, education and the private sector collaborate. Pascual Marquez, YCCA, attended their conference with a student who was able to share the charter school model and what is happening in the fellowship; as it relates to their work with Harbor Freight Tools. The student is currently out of state and will present the program to the Board in August 2019.

Trustee Taylor had a question about the budget being revised to include the ORR. Superintendent Lewis stated that there will be an update within 45-days to reinstate the ORR program and MOU for revenues related to Dan Jacobs. Trustee Taylor asked if the budget is coming back to the Board in six (6) weeks for revision. Ms. Huey commented that they will reflect changes in the first interim revision. Also an update in August will come to Board.

Trustee Souza Cole had a question on process and the LCAP. Will the LCAP come back to the Board to adopt a change in the education process at Dan Jacobs. Superintendent Lewis stated that they will present an update with information on this program and an addendum to take formal action will be included. Trustee Moreno had a question on the MOU related to Dan Jacobs and ORR and if they are separate programs. Supt. Lewis stated that Dan Jacobs includes ORR (which includes the entire educational program). The Board of Supervisors will decide in the future whether to renew the grant application that expires in January 2020. YCOE should know by Winter break, 2019 if a decision has been made on the JDF closure.

- c. Superintendent's Advisory Team
 - Ronda DaRosa, Deputy Superintendent reviewed the material in the Board packet and responded to questions of the Board. Superintendent Lewis commented that he attended the appointment of Art Pimental, President of WCC. This is an amazing opportunity of partnership for YCOE and WCC.
- d. Committees.
 - Executive Board and Superintendent Compensation committee are scheduled to meet next week.

2.2 Associations.

- No reports

3.0 ACTION ITEMS

3.1 Consent Agenda.

a. Approval of Minutes:

- May 21, 2019 County Committee on School District Organization Special - Meeting
- May 28, 2019 Regular Meeting
- June 11, 2019 Special Meeting

b. Temporary County Certificates

The Board took action to approve the minutes above and the Temporary County Certificates.

MOTION: Souza Cole **SECOND:** Taylor **AYES:** Souza Cole, Taylor, Rodriguez, Yip, Moreno **NOES:** None. **ABSENT:** None

3.2 School Plan for Student Achievement (SPSA)

Gayelynn Gerhart, Principal, Alternative Education reviewed the information in the board packet and responded to questions of the Board

The Board took action to approve the School Plan for Student Achievement.

MOTION: Rodriguez **SECOND:** Souza Cole **AYES:** Rodriguez, Souza Cole, Moreno, Taylor, Yip **NOES:** None **ABSENT:** None

3.3 Consolidated Application (ConApp)

Micah Studer, Executive Director, Equity and Support Services reviewed the information in the board packet and responded to questions of the Board.

The Board took action to approve the Consolidated Application.

MOTION: Souza Cole **SECOND:** Moreno **AYES:** Taylor, Souza Cole, Rodriguez, Moreno, Yip **NOES:** None. **ABSENT:** None

3.4 LCAP Federal Addendum 2019

Micah Studer, Executive Director, Equity and Support Services reviewed the information in the board packet and responded to questions of the Board.

Trustee Taylor requested the LEA name *Yolo County Career Academy* on the form should be updated to reflect the actual name of the school (Corazon CTE). Trustee Moreno asked if changes can be made to the LCAP during the year.

Superintendent Lewis stated that modifications and revisions come to board in quarterly/annual updates during the year.

The Board took action to approve the LCAP Federal Addendum 2019.

MOTION: Souza Cole **SECOND:** Rodriguez **AYES:** Souza Cole, Rodriguez, Taylor, Moreno, Yip **NOES:** None **ABSENT:** None

3.6 LCAP Executive Summary and Changes 2019-20

Micah Studer, Executive Director, Equity and Support Services presented this item as information for the public and is not part of the regular LCAP approval process. LCAP Executive Summary will be posted along with the LCAP 2019-20.

3.7 Local Control Accountability Plan for Alternative Education Schools 2019-20

Micah Studer, Executive Director, Equity and Support Services reviewed the information in the board packet and responded to questions of the Board

Trustee Souza Cole requested clarification on the budget overview expenditures on Page 153 and 277. The numbers don't seem to match (\$18,000 difference) and Dr. Studer will look into her question. Also, Goal 4 is not listed in the document or the amount ascribed to it. Dr. Studer will update Board at next meeting on changes as an information item and make changes on page 2 of 128 and Page 126 of 128.

Trustee Taylor requested a formatting change on page 1 on the titles of the pie charts that have slid in the titles of the graphics. Trustee Souza Cole requested clarification that staff present an update on Dan Jacobs in the LCAP. Two items will also be brought back to the Board:

Dan Jacobs update at the Regular Board meeting in July 2019.

The formal document with revisions of the LCAP for approval at the Regular Board meeting in September 2019.

Trustee Taylor commended staff for their work on the LCAP.

The Board took action to approve the Local Control Accountability Plan for Alternative Education Schools 2019-20 in accordance with California Education Code 52060

MOTION: Souza Cole **SECOND:** Rodriguez **AYES:** Souza Cole, Rodriguez, Taylor, Moreno, Yip **NOES:** None **ABSENT:** None

3.8 Adoption of the 2019-20 Final Yolo County Office of Education Budget

Debra Hinely, Director, Internal Business Services reviewed the information in the Board packet and responded to questions/comments of the Board.

The Board took action to approve the Adoption of the 2019-20 Final Yolo County Office of Education Budget.

Ms. Hinely thanked Trustees Souza Cole and Moreno for meeting with her and getting clarification on the budget and LCAP. Trustee Souza Cole shared her

concern for the budget related to the YCCA charter school (one time transfer of \$400,000 and improvements to facility made last year) and has requested quarterly and attendance reports be included in their agenda packet to track sustainable enrollment in the school as the year progresses. Ms. Huey commented on limited students and space contributing to this budget and kept projections conservative.

Trustee Souza Cole also requested information on Suite 160 in regards to services and budget at a future meeting.

MOTION: Rodriguez **SECOND:** Taylor **AYES:** Souza Cole, Rodriguez, Taylor, Moreno, Yip **NOES:** None **ABSENT:** None

3.9 YCCA Charter – Education Protection Account Spending Plan for Fiscal Year 2019-20

Debra Hinely, Director, Internal Business Services reviewed the information in the Board packet and responded to questions of the Board. Trustee Souza Cole stated that the charter governing board should take action on this item. Superintendent Lewis has the authority to approve the YCCA budget and the YCCA Charter – Education Protection Account Spending Plan for Fiscal Year. Trustee Taylor requested this item removed from agenda.

The Board took action to remove the YCCA Charter – Education Protection Account Spending Plan for Fiscal Year 2019-20 from the agenda and to bring back as an information item after it is approved by the Superintendent.

MOTION: Taylor **SECOND:** Souza Cole **AYES:** Taylor, Souza Cole, Moreno, Rodriguez, Yip **NOES:** None **ABSENT:** None

3.10 Education Protection Account Spending Plan for Fiscal Year 2019-20

Debra Hinely, Director, Internal Business Services reviewed the information in the Board packet and responded to questions of the Board.

The Board took action to approve the Education Protection Account Spending Plan for Fiscal Year 2019-20

MOTION: Rodriguez **SECOND:** Souza Cole **AYES:** Souza Cole, Rodriguez, Taylor, Moreno, Yip **NOES:** None **ABSENT:** None

4.0 INFORMATION ITEMS

3.5 System of Support Plan 2019-20

Micah Studer, Executive Director, Equity and Support Services presented this item for information in accordance with Education Code 52066 and responded to questions of the Board.

4.1 Head Start/Early Head Start Reports

a. Enrollment Update

- b. Program
- c. Financial Reports
- d. Policy Council Meeting Minutes

Debra Hinely, Director, Internal Business Services presented the fiscal report and reviewed the items in the Board packet. Ms Hinely thanked Kim Magallanes, Internal Business Services and Stephanie Gray, Head Start on the meal reimbursement program food review, and how organized the paperwork was for the auditors. Gail Nadal, Director, Early Childhood Education, reviewed the items in the Board packet and responded to questions of the Board. Ms. Nadal is looking forward to working with Trustee Moreno regarding the healthy food issue for the Head Start children. Trustee Souza Cole asked what is happening to the Lincoln site now that it is vacant. Ms. Huey commented on the building lease of the site and the most cost effective direction for the building vacancy.

4.2 Alternative Education Extended School Year (ESY) Calendar

Micah Studer, reviewed the information in the Board packet and responded to questions of the Board.

4.3 Alternative Education Attendance Reports

Micah Studer, reviewed the information in the Board packet and responded to questions of the Board. He also welcomed Sonia Pizano, Administrative Secretary of Student Services to the department and for her work on the reports. A 12-month retrospective is coming to the Board in July 2019 per Dr. Studer.

Trustee Taylor advised Dr. Studer to check in with attorneys on if you are allowed to charge on Independent Study (IS) in terms of the charter.

Trustee Souza Cole requested a keybox for the acronyms YCCP and YCMP spelled out. Please provide a legend on the Alternative Education Attendance reports.

4.4 First Reading of Board Policies – 6000 (Instruction) Series

- BP/SP 6161.2(a) Damaged or Lost Instructional Materials
- BP/SP 6162.5(a) Student Assessment
- BP/SP 6162.51(a) State Academic Achievement Tests
- AR 6162.51(a) State Academic Achievement Tests
- BP/SP 6162.54(a) Test Integrity/Test Preparation
- BP/SP 6162.6(a) Use of Copyrighted Materials
- AR 6162.6(a) Use of Copyrighted Materials

Dr. Ronda DaRosa, Deputy Superintendent, reviewed the information in the Board packet and responded to questions of the Board. The policies will go to the July 23, 2019 Regular meeting for action.

5.0 Suggested Future Agenda Items

July 2019 – Assembly bill 1505 – 1508. Trustee Yip will present to the Board.

July 2019 - Ms. Huey will attend the Fiscal Oversight Committee meeting in June 2019 and ask Trustee Moreno's question (per the April 26, 2019 Regular Board meeting) on investments. Trustee Moreno asked if Yolo County Office of Education could consider divesting from companies like Exxon, Well Fargo, B of A, Chase, and others that have impacted indigenous, people of color, and the planet. Trustee *Moreno also requested a report on how much in total investments is YCOE and how much is general fund.*

July 2019 - Dan Jacobs update in July 2019 at Regular Board meeting

August 2019 - Report on Re-imagining Education will be moved to the August 29, 2019 Regular Board Meeting.

August 2019 – Yearly report on Local Childcare Planning Council

September 2019 - The formal document with revisions of LCAP at Regular Board meeting September 2019.

September 2019 – YCOE Mission and Goals

Before October 2019 - Scheduling an information item that describes/explains role of YCOE Superintendent in approving the LCAPs.

Future meeting - How do we insure ourselves (YCOE - Statement Certifying Insurance to Cover Assets purchased with certificates)

Future meeting - The Board took action to remove the YCCA Charter – Education Protection Account Spending Plan for Fiscal Year 2019-20 from the agenda and to bring back as an information item after it is approved.

Future meeting - Trustee Souza Cole also requested information on Suite 160 in regards to services and budget at a future meeting

6.0 **ADJOURNMENT.** The meeting adjourned at 5:50 p.m.

MOTION: Taylor **SECOND:** Souza Cole **AYES:** Taylor, Souza Cole, Moreno, Yip **NOES:** None. **ABSENT:** None

Garth Lewis, Superintendent

/ys

YOLO COUNTY OFFICE OF EDUCATION
 TEMPORARY COUNTY CERTIFICATES
 FOR DISTRICTS

June 2019

Davis Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Deborah Garrity	Single Subject
Tiffany Barrera	30-Day Sub Permit

Esparto Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Washington Unified School District

Applicant Name	Type of Credential/Permit/Certificate
Jerry Ferris	Single Subject

Winters Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Woodland Joint Unified School District

Applicant Name	Type of Credential/Permit/Certificate

Yolo County Office of Education

Applicant Name	Type of Credential/Permit/Certificate

Total TCC's for the Month of June 2019: 3

**Yolo COE
Regular Meeting
Tuesday, July 23, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

3.2. Resolution #19-20/01: Temporary Interfund Cash Transfers

Type:

Action

Description:

Debra Hinely, Director, Internal Business Services will present this item.

Education Code 42603 states that the governing board of any school district or office of education may direct that monies held in any fund or account be temporarily transferred to another fund or account of the district/county office for payment of obligations. The transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account. Amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. No more than 75 percent of the maximum of monies held in any fund or account during a current fiscal year may be transferred.

As noted above, Education Code 42603 delineates the requirements regarding temporary interfund cash transfers. Board approval is required before making these transfers. In an effort to facilitate this process, attached is a resolution to make transfers for cash-flow purposes, as the needs arise, based on authorization by the Superintendent or designee. Temporary transfers to meet temporary cash shortages in a fund will be processed based on this authorization.

Recommended Motion:

The board is being asked to adopt Resolution #19-20/01: Temporary Interfund Cash Transfers.

Attachments:

1. Interfund Cash Transfers 2019

**YOLO COUNTY BOARD OF EDUCATION
RESOLUTION #19-20/01: TEMPORARY INTERFUND CASH TRANSFERS**

**IN THE MATTER OF AUTHORIZING
INTER-FUND LOAN FOR CASH FLOW PURPOSES:**

WHEREAS, the Yolo County Office of Education administers various funds; and,

WHEREAS, the County Office of Education occasionally has cash shortages in its segregated funds at the county treasury; and,

WHEREAS, Education Code Section 42603 authorizes inter-fund loans to cover such temporary cash shortages;

THEREFORE, BE IT RESOLVED that the Governing Board of the Yolo County Office of Education authorizes the County Administration to transfer funds as needed for cash-flow purposes and to repay those transfers as funds become available for the 2019-2020 school year.

PASSED AND ADOPTED by the Governing Board of the Yolo County Office of Education on this 23 day of July, 2019.

AYES:
NOES:
ABSENT:
ABSTAIN:

Shelton B. Yip, President
Yolo County Board of Education

ATTEST:

Garth Lewis, County Superintendent
of Schools and Secretary Ex-Officio of the
Yolo County Board of Education

**Yolo COE
Regular Meeting
Tuesday, July 23, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

3.3. Second Reading of Board Policies - 6000 (Instruction) Series

Type:

Action

Quick Summary/Abstract:

Second Reading of Board Policies from the 6000 (Instruction) Series - 7 policies

1. BP/SP 6161.2(a) Damaged or Lost Instructional Materials
2. BP/SP 6162.5(a) Student Assessment
3. BP/SP 6162.51(a) State Academic Achievement Tests
4. AR 6162.51(a) State Academic Achievement Tests
5. BP/SP 6162.54(a) Test Integrity/Test Preparation
6. BP/SP 6162.6(a) Use of Copyrighted Materials
7. AR 6162.6(a) Use of Copyrighted Materials

Description:

Carolynne Beno, Associate Superintendent, Educational Services is undergoing a review of the 6000 (Instruction) policies. At this time seven (7) policies with administrative regulations are being presented for adoption.

Recommended Motion:

The Board is being asked to adopt the above policies at the July 23, 2019 Regular meeting.

Attachments:

1. BP 6161.2
2. BP 6162.5
3. BP 6162.51
4. AR 6162.51
5. BP 6162.54
6. BP 6162.6

7. AR 6162.6

DAMAGED OR LOST INSTRUCTIONAL MATERIALS

The Yolo County Governing Board recognizes that instructional materials are an expensive resource and that each student is entitled to sufficient instructional materials in accordance with law. Instructional materials provided for use by students remain the property of the Yolo County Office of Education. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

- (cf. 1312.2 - Complaints Concerning Instructional Materials)
- (cf. 1312.4 - Williams Uniform Complaint Procedures)
- (cf. 3260 - Fees and Charges)
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)

When materials are lost or so damaged that they are no longer usable, the student shall be immediately issued a replacement material. However, students or parents/guardians may be held responsible for reparation equal to the current replacement cost of the materials. When materials are damaged but still usable, the Yolo County Superintendent of Schools or designee shall determine an appropriate charge.

If reparation is not excused and not paid by the student or parent/guardian, the County Office may withhold the student's grades, diploma and transcripts in accordance with law, Board policy, and administrative regulation.

- (cf. 3515.4 - Recovery for Property Loss or Damage)
- (cf. 5125.2 - Withholding Grades, Diploma or Transcripts)
- (cf. 5131.5 - Vandalism and Graffiti)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

EDUCATION CODE

48904 Willful misconduct; limit of liability of parent or guardian

48904.3 Withholding grades, diplomas or transcripts of students causing property damage or injury

60119 Public hearing on sufficiency of materials

60411 Purchase and use; property of district

CIVIL CODE

1714.1 Liability of parent or guardian for act of willful misconduct by a minor

CODE OF REGULATIONS, TITLE 5

Instruction

BP/SP 6162.2(b)

DAMAGED OR LOST INSTRUCTIONAL MATERIALS (continued)

305 Student responsible for care of property

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

Policy Adopted: July 23, 2019

YOLO COUNTY OFFICE OF EDUCATION
Woodland, CA

STUDENT ASSESSMENT

The Yolo County Governing Board recognizes that student assessments are an important instructional and accountability tool. To obtain the most accurate evaluation of student performance, the Yolo County Office of Education shall use a variety of measures, including district, state, and/or national assessments.

(cf. 6162.51 - State Academic Achievement Tests)

Assessment data shall be used to help determine individual students' progress, mastery of academic standards, appropriate placement in County Office programs, and/or eligibility for graduation. In addition, summary data on student assessment results shall be used by the County Office to identify and review student achievement goals in the County Office's local control and accountability plan, evaluate County Office educational programs in order to identify needed improvements, and, as appropriate, evaluate staff performance.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 0500 - Accountability)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 4115 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6011 - Academic Standards)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6190 - Evaluation of the Instructional Program)

In selecting or developing any County Office assessment, the Yolo County Superintendent of Schools or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it aligns with the material that is being taught.

The County Superintendent or designee shall ensure that assessments are administered in accordance with law and test publisher's directions, and that test administration procedures are fair and equitable for all students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6162.54 - Test Integrity/Test Preparation)

STUDENT ASSESSMENT (continued)

As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, and/or school site to allow for critical analysis of student needs.

The County Superintendent or designee shall provide professional development as needed to assist administrators and teachers in interpreting and using assessment data to improve student performance and the instructional program.

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

When County office wide and school/program-level results of student assessments are published by the state, the County Superintendent or designee may provide supplementary information to assist parents/guardians and the community in understanding test results.

(cf. 0510 - School Accountability Report Card)

Interim and Formative Assessments

State interim and formative assessments may be used in combination with other sources of information to gain timely feedback about student progress in an effort to continually adjust instruction to improve learning. Results from interim and formative assessments shall not be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, student grade promotion or retention, graduation, course or class placement, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs. (Education Code 60642.6, 60642.7)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6152 - Class Assignment)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Learners)

The County Superintendent or designee shall ensure that teachers who administer interim and formative assessments have access to all functions and information designed for teacher use related to such assessments and student performance on the assessments. (Education Code 60642.6)

Individual Record of Accomplishment

STUDENT ASSESSMENT (continued)

The County Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following: (Education Code 60607)

1. The results of the state achievement tests required and administered as part of the California Assessment of Student Performance and Progress, or any predecessor assessments, pursuant to Education Code 60640-60649
2. The results of any end-of-course examinations taken
3. The results of any vocational education certification examinations taken

(cf. 6178 - Career Technical Education)

No individual record of accomplishment shall be released to any person, other than the student's parent/guardian or a teacher, counselor, administrator, or IEP team members directly involved with the student, without the written consent of the student's parent/guardian, or the student if he/she is an adult or emancipated minor. The student or his/her parent/guardian may authorize the release of the record of accomplishment to a postsecondary educational institution for the purposes of credit, placement, or admission. (Education Code 60607)

(cf. 5125 - Student Records)

Legal Reference:

EDUCATION CODE

313 Assessment of English language development

10600-10610 California Education Information System

44660-44665 Evaluation and assessment of performance of certificated employees (Stull Act)

49558 Free and reduced-price meals; use of individual applications and records

51041 Evaluation of educational program

51450-51455 Golden State Seal Merit Diploma

52052 Accountability; numerically significant student subgroups

52060-52077 Local control and accountability plan

60600-60649 Assessment of academic achievement, especially:

60640-60649 California Assessment of Student Performance and Progress

60800 Physical fitness testing

60900 California Longitudinal Pupil Achievement Data System

CODE OF REGULATIONS, TITLE 5

STUDENT ASSESSMENT (continued)

850-864 California Assessment of Student Performance and Progress

UNITED STATES CODE, TITLE 20

9622 National Assessment of Educational Progress

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

Smarter Balanced Assessment Consortium: <http://www.smarterbalanced.org>

U.S. Department of Education: <http://www.ed.gov>

STATE ACADEMIC ACHIEVEMENT TESTS

The Yolo County Governing Board recognizes that state achievement test results provide an indication of student progress in achieving state academic standards and may be used to promote high-quality teaching and learning. The Yolo County Superintendent of Schools or designee shall administer mandatory student assessments within the California Assessment of Student Performance and Progress (CAASPP) as required by law and in accordance with Board policy and administrative regulation.

- (cf. 6011 - Academic Standards)
- (cf. 6162.5 - Student Assessment)
- (cf. 6162.54 - Test Integrity/Test Preparation)
- (cf. 9321 - Closed Session Purposes and Agendas)
- (cf. 9321.1 - Closed Session Actions and Reports)

The County Board strongly encourages all students at the applicable grade levels to participate in the state assessments in order to maximize the usefulness of the data and enable the County Office programs to meet participation levels required for state and federal accountability systems. The County Superintendent or designee shall notify students and parents/guardians about the importance of these assessments and shall develop strategies to encourage student participation. Students shall be exempted from participation only in accordance with law and administrative regulation.

- (cf. 0460 - Local Control and Accountability Plan)
- (cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

- 49076 Student records; access
- 51041 Evaluation of educational program
- 52052 Accountability; numerically significant student subgroups
- 52060-52077 Local control and accountability plan
- 56345 Individualized education program, contents
- 60600-60630 Assessment of academic achievement
- 60640-60649 California Assessment of Student Performance and Progress
- 60660-60663 Electronic learning assessment resources
- 99300-99301 Early Assessment Program

CODE OF REGULATIONS, TITLE 5

STATE ACADEMIC ACHIEVEMENT TESTS (Continued)

850-864 State assessments

UNITED STATES CODE, TITLE 20

1412 Participation of students with disabilities in state assessments

6311 Adequate yearly progress

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1 Standards and assessment

Management Resources:

CSBA PUBLICATIONS

Supporting Student Achievement: Student Assessment System in Flux, Governance Brief, June 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Assembly Bill 484 Questions and Answers

CALIFORNIA STATE UNIVERSITY PUBLICATIONS

The Early Assessment Program: Handbook for School Site Leaders, 2008

SMARTER BALANCED ASSESSMENT CONSORTIUM PUBLICATIONS

Usability, Accessibility, and Accommodations Guidelines, September 2013

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2000

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

California Learning Resources Network: <http://clrn.org>

California State University, Early Assessment Program: <http://www.calstate.edu/eap>

Smarter Balanced Assessment Consortium: <http://www.smarterbalanced.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

STATE ACADEMIC ACHIEVEMENT TESTS

The Yolo County Superintendent of Schools or designee shall administer the California Assessment of Student Performance and Progress (CAASPP) to all County Office students at applicable grade levels, except those students exempted by law.

The students of any charter school that receives its state funding allocation through the County Office shall be tested in coordination with the testing of County Office students. In addition, the County Superintendent or designee shall arrange for the testing of students in any alternative education program or program conducted off campus, including, but not limited to, non-classroom based programs, continuation schools, independent study, community day schools, county community schools, juvenile court schools, or nonpublic, nonsectarian schools. No test shall be administered in a home or hospital except by a test administrator or test examiner. (5 CCR 851)

- (cf. 0420.4 - Charter School Authorization)
- (cf. 0420.41 - Charter School Oversight)
- (cf. 6158 - Independent Study)
- (cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
- (cf. 6181 - Alternative Schools/Programs of Choice)
- (cf. 6183 - Home and Hospital Instruction)
- (cf. 6184 - Continuation Education)
- (cf. 6185 - Community Day School)

On or before July 1 of each year, the County Superintendent or designee shall identify any County Office Program(s) with students who are unable to access the computer-based assessment of a CAASPP test and shall report the number of such students to the test contractor. If available, a paper and pencil version of the assessment may be administered to such students. (5 CCR 853, 857)

On or before July 1 of each year, the County Superintendent or designee shall designate a County Office coordinator who shall oversee all matters related to the testing program and serve as the County Office representative and liaison with the test contractor and the California Department of Education (CDE). The County Superintendent or designee shall also designate a coordinator for each test site. The duties of the County Office and site test coordinators shall include those specified in 5 CCR 857-858. (5 CCR 857-858)

The County Superintendent or designee also shall appoint trained test administrator(s) to administer the CAASPP achievement tests and test examiner(s) to administer the California Alternate Assessments. A test examiner shall be a certificated or licensed employee of the county office of education. (5 CCR 850)

STATE ACADEMIC ACHIEVEMENT TESTS (continued)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

As appropriate, the County Superintendent or designee shall assign a specially trained County Office employee to serve as a test proctor to assist the test examiner; a specially trained County Office employee, or other person supervised by a County Office employee, to serve as a translator to translate the test directions into a student's primary language; and a County Office employee to serve as a scribe to transcribe a student's responses to the format required by the test. A student's parent/guardian or sibling shall not be eligible to be that student's translator or scribe. (5 CCR 850)

All test administrators, test examiners, proctors, translators, scribes, County Office and site test coordinators, and other persons having access to any of the CAASPP achievement tests and corresponding test materials, assessment technology platform, or tests administered pursuant to Education Code 60640 shall acknowledge the limited purpose of their access to the achievement tests by signing a test security affidavit. In addition, all County Office and site test coordinators shall sign a test security agreement before receiving any CAASPP achievement tests and corresponding test materials. The test security affidavit and test security agreement shall be those set forth in 5 CCR 859. (5 CCR 850, 859)

Tests Included in the State Assessment System

The County Office shall administer the following CAASPP assessments: (Education Code 60640; 5 CCR 851.5)

1. The CAASPP achievement tests for English language arts and mathematics in grades 3-8 and 11, except that:

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

a. Recently arrived English learners, defined pursuant to Education Code 60603 as English learners who are in their first 12 months of attending a school in the United States, shall be exempted from taking the English language arts assessment to the extent allowed by federal law. A recently arrived English learner may be administered the test upon request by his/her parent/guardian.

(cf. 6174 - Education for English Learners)

b. Students with disabilities who are unable to participate in the English language arts and

STATE ACADEMIC ACHIEVEMENT TESTS (continued)

mathematics assessments, even with the resources described in the section "Testing Variations" below, shall be provided an alternate test when designated in their individualized education program (IEP), as provided in item #3 below.

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

2. Science assessments at grades 5, 8, and 10

However, students with disabilities who are unable to participate in the science assessments, even with the resources described in the "Testing Variations" section below, shall be provided an alternate test when designated in their IEP, as provided in item #3 below.

(cf. 6142.93 - Science Instruction)

3. For students with disabilities who are unable to take the tests specified in items #1-2 above, even with appropriate accommodations or other testing resources, and who have an IEP that designates the use of alternate tests at the applicable grade levels:

a. California Alternate Assessment in English language arts and mathematics for students with significant cognitive disabilities

b. For the science assessment, either the California Modified Assessment or, for students with significant cognitive disabilities, the California Alternate Performance Assessment

In addition, the County Superintendent or designee may administer a primary language assessment to English learners. Administration of this test shall not replace the administration of the above tests, administered in English, to English learners. (Education Code 60640)

The primary language assessment also may be used to assess students in a dual language immersion program who are not limited English proficient or who are redesignated fluent English proficient, subject to approval by the California Department of Education (CDE) of an agreement between the County Office and the state testing contractor. (Education Code 60640)

Exemptions

Each year the County Superintendent or designee shall notify parents/guardians of their child's participation in the CAASPP and of the provisions of Education Code 60615 related to exemptions from testing. (5 CCR 852)

STATE ACADEMIC ACHIEVEMENT TESTS (continued)

(cf. 5145.6 - Parental Notifications)

A parent/guardian may annually submit to the school a written request to excuse his/her child from any or all parts of the CAASPP assessments for the school year, and such a request shall be granted by the County Superintendent or designee. However, County Office employees shall not solicit or encourage any exemption request on behalf of any student or group of students. (Education Code 60615; 5 CCR 852)

If a parent/guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent/guardian and included in the student's records. (5 CCR 852)

Testing Period

The County Superintendent or designee shall establish testing days for County Office students within the following available testing windows: (5 CCR 855)

1. Assessments in English language arts and mathematics shall be administered between the date on which at least 66 percent of the school's or track's annual instructional days for grades 3-8, or at least 80 percent of the annual instructional days for grade 11, have been completed and the last day of instruction for the regular annual calendar of the school or track.
2. All science assessments, including CAPA and CMA, shall be administered during an available testing window of 25 instructional days that includes 12 instructional days before and after completion of 85 percent of the school's or track's annual instructional days.
3. Beginning in the 2016-17 school year, the CAA shall be administered during the available testing windows specified in item #1.
4. The primary language assessment shall be administered to English learners within the testing window specified in item #2.

Within the above testing windows, the County Superintendent or designee may designate one testing period for each school or track or, if a school has multiple tracks, a selected testing period for each track. The County Office shall not exceed six selected testing periods within the available testing window. The testing period shall be no fewer than 25 consecutive instructional days and may be extended up to an additional 10 consecutive instructional days if still within the available testing window set forth in items #1-4 above. (5 CCR 855)

Students who are absent during testing shall be provided an opportunity to take the tests within

STATE ACADEMIC ACHIEVEMENT TESTS (continued)

the testing window.

Testing Variations

CAASPP achievement tests and the primary language test shall be administered in accordance with the manuals or other instructions provided by the test contractor or CDE except that, as appropriate, the following testing variations may be used: (5 CCR 850, 853-853.8)

1. Universal tools specified in 5 CCR 853.5 may be used with any student.
2. Designated supports specified in 5 CCR 853.5 and, if an English learner, in 5 CCR 853.7, may be used with a student for whom the need has been indicated by an educator or team of educators, with parent/guardian and student input as appropriate, or for whom the need is specified in the student's IEP or Section 504 plan.
3. Accommodations specified in 5 CCR 853.5 may be used with a student with disabilities when included in the student's IEP or Section 504 plan as resources that are regularly used in the classroom for the student's instruction and/or assessment(s). Such accommodations shall be either utilized in the assessment environment or consist of changes in procedures or materials that increase equitable access during the assessment.
4. An unlisted resource that has not been specifically identified as an approved universal tool, designated support, or accommodation may be used with a student who has an IEP or Section 504 plan provided that the resource is one that is regularly used in the classroom for instruction and/or assessment and the CDE has approved its use. At least 10 business days prior to the student's first day of CAASPP testing, the County Office or school site test coordinator may electronically submit a request to the CDE for approval to use that unlisted resource during that year. If the CDE determines that the unlisted resource changes the construct being measured, the unlisted resource may nevertheless be used with the student in order to generate an individual score report even though the student shall not be counted in the participation rate for accountability measures. (5 CCR 853.8)

In the administration of the CAA to a student with significant cognitive disabilities, the student may have all instructional supports that may be used in daily instruction or assessment, including language and physical supports, with the exception of any inappropriate test practices listed in test administration manuals. (5 CCR 850, 853.6)

Report of Test Results

For any state assessments that produce valid individual student results, the County

STATE ACADEMIC ACHIEVEMENT TESTS (continued)

Superintendent or designee shall forward or transmit the student's test results to his/her parents/guardians within 20 working days from receipt of the results from the test contractor or, if the County Office receives the results from the contractor after the last day of instruction for the school year, then within the first 20 working days of the next school year. The report shall include a clear explanation of the purpose of the test, the student's score, and its intended use by the County Office. An individual student's scores shall also be reported to his/her school and teacher(s) and shall be included in his/her student record. (Education Code 60641; 5 CCR 863)

(cf. 5125 - Student Records)

With parent/guardian consent, the County Superintendent or designee may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission. (Education Code 60641)

The County Superintendent or designee shall present County Office wide, school-level, and grade-level results to the County Board at a regularly scheduled meeting. The County Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 49076, 60641)

TEST INTEGRITY/TEST PREPARATION

The Yolo County Governing Board desires to protect the integrity of student assessments in order to obtain accurate and reliable student achievement data and to ensure accountability to the community and state. Staff and students shall maintain a high level of integrity in the completion and handling of student assessments.

(cf. 0500 - Accountability)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 5131 - Conduct)
(cf. 5131.9 - Academic Honesty)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

In administering standardized tests, staff shall not engage in any acts that could result in the invalidation of test results, such as:

1. Providing inappropriate test preparation
2. Modifying test administration procedures, except as allowed by law
3. Providing inappropriate assistance to students during test administration
4. Changing or filling in answers on student answer sheets
5. Providing inaccurate data on student header sheets
6. Discouraging or excluding certain students from taking the test
7. Engaging in any other practice to artificially raise student scores without actually improving underlying student achievement

Appropriate Test Preparation

The Yolo County Superintendent of Schools or designee, principals, and teachers shall not implement any program for the sole purpose of test preparation of students for the statewide assessment system or a particular test used in the statewide assessment system. (Education Code 60611)

The primary preparation for assessments shall be high-quality instruction in the content specified in state and district academic standards. In addition, staff may prepare students for assessments

TEST INTEGRITY/TEST PREPARATION (continued)

by teaching general test-taking strategies and familiarizing them with item types or the computer-based testing environment used in state assessments.

(cf. 6011 - Academic Standards)

Investigation and Consequences of Testing Irregularities

Reports of cheating on assessments shall be submitted to the County Superintendent or designee. The County Superintendent or designee shall immediately investigate with due diligence any reports of inappropriate test preparation or other testing irregularities.

Students found to have cheated on assessments shall be subject to disciplinary procedures in accordance with Board policy and administrative regulations.

(cf. 5144 - Discipline)

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law, applicable collective bargaining agreements, Board policy, and administrative regulations.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

If the County Superintendent or designee is made aware of a testing irregularity on state assessments, he/she shall report the irregularity to the California Department of Education.

Legal Reference:

EDUCATION CODE

60611 Inappropriate test preparation

60640-60649 California Assessment of Student Performance and Progress

GOVERNMENT CODE

54957 Complaints against employees, closed session

CODE OF REGULATIONS, TITLE 5

850-864 California Assessment of Student Performance and Progress

1200-1225 California High School Exit Examination, especially:

1220 Cheating on the high school exit examination

Management Resources:

TEST INTEGRITY/TEST PREPARATION (continued)

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Guidelines on Academic Preparation for State Assessments, December 2009

WEB SITES:

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Smarter Balanced Assessment Consortium: <http://www.smarterbalanced.org>

USE OF COPYRIGHTED MATERIALS

The Yolo County Governing Board recognizes that County Office staff and students may use a variety of copyrighted materials in the educational program and other district operations. When such materials have not been purchased by the County Office for the intended use, the County Board expects staff and students to respect the protections afforded by federal law to the copyright owners of those materials and respect any limitations by the copyright holder to the license of such materials.

- (cf. 1113 - District and School Web Sites)
- (cf. 1114 - District-Sponsored Social Media)
- (cf. 4040 - Employee Use of Technology)
- (cf. 4119.21/4219.21/4319.21 - Professional Standards)
- (cf. 4132/4232/4332 - Publication or Creation of Materials)
- (cf. 5131.9 - Academic Honesty)
- (cf. 6141 - Curriculum Development and Evaluation)
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)
- (cf. 6161.11 - Supplementary Instructional Materials)
- (cf. 6163.1 - Library Media Centers)

Any literary, musical, dramatic, choreographic, pictorial, graphic, sculptural, audiovisual or motion picture, sound, architectural, or other original work shall be assumed to be a copyrighted work, regardless of whether the work appears in print, audio, video, electronic, or other fixed and tangible form.

Before reproducing a copyrighted material for instructional or other County Office purposes, a staff member shall determine if the material is in the public domain or if the intended use of the material meets the criteria for fair use or another exception pursuant to 17 USC 107-122. If the material is not in the public domain or no recognized exception applies, the staff member shall seek permission of the copyright holder before using the material.

The Yolo County Superintendent of Schools or designee shall inform staff that inclusion of an attribution citing the author and source of a copyrighted material does not absolve the staff member from the responsibility to either obtain permission or satisfy criteria for fair use or another exception.

If a staff member is uncertain as to whether the intended use of the material meets the criteria for fair use or another exception, he/she shall take the safest course and seek permission from the copyright holder to use the material or, if it is impracticable to obtain permission, shall contact the County Superintendent or designee for clarification and assistance.

USE OF COPYRIGHTED MATERIALS (continued)

Students shall not copy or distribute copyrighted works to others. Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment.

(cf. 3300 - Expenditures and Purchases)
(cf. 3312 - Contracts)
(cf. 6163.4 - Student Use of Technology)

The County Superintendent or designee shall ensure that staff and students receive information and training about copyright laws and the penalties for violating such laws.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Legal Reference:

EDUCATION CODE

35182 Computer software

UNITED STATES CODE, TITLE 17

101-122 Subject matter and scope of copyright, especially:

102 Definitions

106 Copyright protection

107 Fair use of copyrighted works

110 Limitations on exclusive rights: Exemption of certain performances and displays

504 Penalties for copyright infringement

COURT DECISIONS

Cambridge University Press et al. v. Becker et al. (N.D. Ga. 2012) 863 F.Supp.2d 1190

Campbell v. Acuff-Rose Music, Inc., (1994) 510 U.S. 569

Marcus v. Rowley, (9th Cir., 1982) 695 F.2d 1171

Management Resources:

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Copyright Law: Do Schools Need a License to Show a Movie?, School Law Review, July 2010

U.S. COPYRIGHT OFFICE PUBLICATIONS

Circular 21: Reproduction of Copyrighted Works by Educators and Librarians, rev. 2009

Circular 22: How to Investigate the Copyright Status of a Work, rev. 2013

Circular 23: The Copyright Card Catalog and the Online Files of the Copyright Office, rev. 2012

WEB SITES

Copyright Society of the USA: <http://www.csusa.org>

National School Boards Association: <http://www.nsba.org>

USE OF COPYRIGHTED MATERIALS (continued)

University of California, Copyright Education:

<http://copyright.universityofcalifornia.edu/usingcopyrightedworks.html>

U.S. Copyright Office: <http://www.copyright.gov>

USE OF COPYRIGHTED MATERIALS

Prior to reproducing, distributing, displaying, posting, performing, or otherwise using a copyrighted material for an instructional purpose or in the course of other Yolo County Office of Education business, County Office staff shall determine whether it is necessary to request permission of the copyright holder. Unless the staff member is reasonably certain that the material is in the public domain or the intended use meets the criteria for an exception specified in 17 USC 107-122 and this administrative regulation, he/she shall either obtain permission from the copyright holder or avoid use of the material. In addition, permission of the copyright holder shall be requested whenever County Office staff intend to publicly disseminate a copyrighted work, such as by posting on the County Office or school web site or using another method of communications accessible to the public.

- (cf. 1113 - District and School Web Sites)
- (cf. 1114 - District-Sponsored Social Media)
- (cf. 4040 - Employee Use of Technology)
- (cf. 4119.21/4219.21/4319.21 - Professional Standards)
- (cf. 4132/4232/4332 - Publication or Creation of Materials)
- (cf. 5131.9 - Academic Honesty)
- (cf. 6141 - Curriculum Development and Evaluation)
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)
- (cf. 6161.11 - Supplementary Instructional Materials)
- (cf. 6163.1 - Library Media Centers)

Any reproduction or other use of a copyrighted work shall include the copyright notice.

County Office staff shall not reproduce and distribute copyrighted works of any type in any of the following circumstances:

1. When the copyrighted work is a "consumable" work such as a workbook, standardized test, answer sheet, or similar material
2. To substitute for the purchase of the work
3. To create, replace, or substitute for anthologies or collective works

Request for Permission to Use Copyrighted Material

As necessary, County Office staff desiring to use a copyrighted material shall identify and contact the copyright holder to request permission to use the material. The request shall include the following information:

USE OF COPYRIGHTED MATERIALS (continued)

1. Title, author(s), editor(s) or publisher, producer(s) or distributor
2. Edition, copyright, and/or production year
3. Exact amount of material to be used, such as the number of lines, pages, or chapters or percentage of the work
4. Nature of the use, such as the course in which it will be used, the grade level of the students, the number of students, and the frequency of use
5. How the material will be reproduced and distributed

If the copyright holder requires a fee to grant permission, County Office staff shall seek approval from the Yolo County Superintendent of Schools or designee prior to incurring the cost.

Criteria for Fair Use

In considering whether a copyrighted work may be used without the copyright holder's permission on the grounds that the intended use is "fair use" pursuant to 17 USC 107, including reproduction in copies, phonorecords, or any other reproductive form for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, County Office staff shall consider all of the following factors: (17 USC 107)

1. The purpose and character of the use, including whether the use is of a commercial nature or for nonprofit educational purposes
2. The nature of the copyrighted work
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole
4. The effect of the use upon the potential market for or value of the copyrighted work

Any determination of fair use shall weigh together all the factors specified in items #1-4 above in addition to any applicable guidelines presented in this administrative regulation for specific types of copyrighted works.

Guidelines for Copying Text

Staff may reproduce text from a copyrighted work from a printed resource, the Internet, or other

USE OF COPYRIGHTED MATERIALS (continued)

source, without permission from the copyright holder, under the following conditions:

1. A single copy of a chapter of a book, article from a periodical or newspaper, short story, short essay, short poem, chart, graph, diagram, drawing, cartoon, or picture may be made by or for a teacher for his/her scholarly research or use in teaching or preparation to teach a class.
2. Multiple copies, not to exceed one copy per student in a course, may be made by or for a teacher for classroom use or discussion, provided that:
 - a. The amount to be copied does not exceed:
 - (1) 250 words for a complete poem or excerpt from a poem
 - (2) 2,500 words for a complete article, story, or essay
 - (2) 1,000 words or 10 percent of the whole (with a minimum of 500 words), whichever is less, for an excerpt from a larger prose work
 - (4) One illustration (e.g., chart, graph, diagram, cartoon, or picture) per book or periodical issue
 - b. The copying is for only one course in the school.
 - c. With the exception of newspapers and other news periodicals, not more than one work is copied from the same author per term, not more than three works are copied from the same collective work or periodical volume per term, and there are no more than nine instances of multiple copying per course per term.
 - d. A delay to request permission from the copyright holder would preclude the most effective instructional use of the material.

Guidelines for Reproducing Sheet and Recorded Music

County Office staff may reproduce sheet music and recorded music without permission from the copyright holder under the following conditions:

1. Emergency copies may be made when purchased copies needed for an imminent performance are not available, provided that replacement copies shall be purchased in due course.
2. Single or multiple copies of excerpts of works may be made for academic purposes other

USE OF COPYRIGHTED MATERIALS (continued)

than performances, provided that the excerpt does not constitute an entire performable unit (e.g., a section, movement, or aria), no more than 10 percent of the total work is used, and the number of copies made does not exceed one per student.

3. Printed copies that have been purchased may be edited or simplified provided that the character of the work is not distorted and lyrics are not added or altered.
4. A single copy of a recorded performance by students may be made for evaluation or rehearsal purposes.
5. A single copy of recordings of copyrighted music owned by the County Office or individual teacher may be made for the purpose of constructing exercises or examinations.

Guidelines for Performing or Displaying Copyrighted Works

In the course of face-to-face instruction in a classroom or similar place devoted to instruction, teachers or students may recite, render, play, dance, act, or show a copyrighted work either directly or by means of any device or process or, in the case of a motion picture or other audiovisual work, show its images in any sequence or to make the sounds accompanying it audible, provided that: (17 USC 101, 110)

1. The performance or display is given by means of a lawfully obtained copy of the work.
2. The performance or display is made by, at the direction of, or under the actual supervision of a teacher as an integral part of a class session.
3. The performance or display is directly related and of material assistance to the teaching content of the transmission.
4. The transmission is limited to students enrolled in the course or to Yolo County Governing Board members or employees as part of their official duties or employment.
5. If the work is to be digitally transmitted, the County Office has applied technological protections that reasonably prevent retention of the work in accessible form for longer than the class session and the unauthorized further dissemination of the work.

Any use of a motion picture or other audiovisual work outside the curriculum, such as for entertainment, a school or class reward, or a fundraiser, shall require permission from the copyright holder or a special viewing license.

Guidelines for Recording Broadcast Programming

USE OF COPYRIGHTED MATERIALS (continued)

Teachers may make recordings of television programs for use in a classroom for educational purposes under the following conditions:

1. Only programs provided to the public free of charge may be recorded and shown. Any use of programming from paid television services shall require permission of the copyright holder.
2. The recording may be shown only during the first 10 consecutive school days after it is made. It may be used once by an individual teacher in the course of relevant teaching activities and may be repeated once only when instructional reinforcement is necessary.
3. A limited number of copies may be reproduced from each recording to meet the legitimate needs of the teacher. Each copy shall be subject to all the provisions governing the original recording.
4. The recording may be retained for 45 calendar days after it is made and then shall be erased or destroyed. However, after the first 10 consecutive school days, the recording may only be used for purposes of determining whether or not to include the broadcast program in the teaching curriculum. If the teacher decides to keep the program for use in the curriculum, he/she shall request permission from the copyright owner.
5. Off-air recordings need not be used in their entirety, but the content of recorded programs may not be altered.

Guidelines for Copying Computer Programs or Software

County Office staff shall observe all licensing agreements between vendors and the County Office, including monitoring the number of users permitted by an agreement. Unless the applicable licensing agreement authorizes multiple users of a single computer program or software, the County Office shall not make multiple copies.

Copies of County Office owned software may be made under either of the following conditions: (17 USC 117)

1. The copy is needed as an essential step in using the computer program with a particular machine.
2. The copy is used for archival or "backup" purposes only. This copy may be held only as a file copy and must be destroyed in the event that continued possession of the program ceases to be rightful, unless the copyright owner authorizes its sale, lease, or transfer as part of the sale, lease, or transfer of the original program.

Policy Adopted: July 23, 2019

YOLO COUNTY OFFICE OF EDUCATION
Woodland, CA

**Yolo COE
Regular Meeting
Tuesday, July 23, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

4. INFORMATION ITEMS

Type:

**Yolo COE
Regular Meeting
Tuesday, July 23, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

4.1. Head Start/Early Head Start Reports

Type:

Informational

Description:

Gail Nadal/Debra Hinely (financial documents) will present these items.

The following reports are being presented to the Board as information:

- a. Enrollment update - this is a standing report to the Board
- b. Program - this is a standing report to the Board
- c. Financial Reports - this is a standing report to the Board
- d. Policy Council Agenda for July 26, 2019

Recommended Motion:

Information only.

Attachments:

- 1. Attendance Report June 2019
- 2. Board Report July 2019
- 3. Financials June
- 4. Annual SF 425
- 5. July PC Meeting Agenda



Head Start / Early Head Start



Director, Yolo County Board of Education & Policy Council Monthly Report

EARLY HEAD START

Date: Wednesday , July 3 , 2019				Report Outcomes for the month of June 2019			
#	Program	Site	Ages	Waiting Lists C = Complete () = Over income	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	EHS/State	Lemen	6 wk. – 30 mos.	C12(0)	90.00%	4	4
					95.00%	4	4
					96.25%	4	4
3	EHS/State EHS/State	Alyce Norman	6 wk. – 36 mos.	C24(0)	87.50%	3	3
					82.50%	4	3
					90.00%	4	4
					83.75%	4	4
					96.67%	4	4
					93.75%	4	4
					100.00%	4	4
4	EHS/State	Valley Oak	24-36 mos.	C6(0)	82.50%	12	12
					90.00%		
					90.25%		
	EHS Home Base	Yolo Co.	6 wk. – 3 yrs.	C8(0)	N/A	37	36
SUB TOTAL				C50(0)	90.63%	88	86

HEAD START

	Program	Site	Ages	Waiting Lists	Average Daily Attendance	Funded Enrollment	Current Enrollment
1	HS/State	Alyce Norman	3 – 5	C29(0)	85.00%	16	16
2					86.67%	16	16
3					85.95%	20	19
4					85.71%	16	13
5	State ONLY	Alyce Norman	3 – 5	C0(0)	85.19%	16	12
1	HS/State	Charter	3 – 5	C0(0)	88.24%	20	20
2					100.00%	20	20
1	HS/State	Esparto	3 - 5	C0(0)	71.05%	20	18
2					93.75%	16	16
2	HS/State	Lincoln	3 – 5	C30(0)	100.00%	20	20
4					100.00%	20	20
6					92.86%	16	20
1	HS/State	Plainfield	3 – 5	C3(0)	91.25%	16	15
1	HS/State	Sci- Tech	3 – 5	C0(0)	100.00%	16	14



Head Start / Early Head Start



Director, Yolo County Board of Education & Policy Council Monthly Report

1	HS/State	Valley Oak	3 – 5	C10(0)	94.74%	19	19
1	HS/State	Wolfskill	3 - 5	C1(0)	Last day 5/30	16	(Last Day 5/30)
SUB TOTAL				C73(0)		90.69%	283
TOTAL				C123(0)		90.66%	371

CONSECUTIVE ABSENCES (4 OR MORE DAYS)

SITE NAME	NUMBER OF ABSENCES	REASON	FOLLOW-UP NEEDED (Y/N)	FOLLOW-UP NEEDED DURING MONTHLY MONITORING (Y/N)
ALYCE NORMAN -PS	NA	NA	NA	NA
ALYCE NORMAN-EHS	7	Sick, Vacation, Emergency	Y	Y
CHARTER	NA	NA	NA	NA
ESPARTO 1	NA	NA	NA	NA
ESPARTO 2	NA	NA	NA	NA
KNIGHTS LANDING	NA	NA	NA	NA
LEMEN	NA	NA	NA	NA
LINCOLN	NA	NA	NA	NA
PLAINFIELD	NA	NA	NA	NA
VALLEY OAK-PS	NA	NA	NA	NA
VALLEY OAK-EHS	1	Sick, Vacation, Emergency	Y	Y
WOLFSKILL	NA	NA	NA	NA
TOTAL	8			



YCOE Head Start/Early Head Start
1280 Santa Anita Court, Suite 140
Woodland, CA 95776
(530) 668-3001



Yolo County Office of Education Board of Education

July 2019

Director's Report

PROGRAM UPDATE

Finalizing the transitions and moves for our Head Start classrooms. We are partnering with the school district to ensure effective planning and moves.

Our program purchases are arriving and locations have boxes full of materials and equipment needed for the new year.

Policy Council meeting was cancelled for the month of July due to low attendance and availability. Our August PC meeting is planned for Friday, August 23rd from 10:30 – 12:30.

Our FSAAs have returned back from the summer and working diligently to enroll and recruit families to attend our program and to be fully enrolled by the end of August.

The Program Improvement Report (PIR) has been completed and submitted to the OHS on time.

TRAINING AND TECHNICAL ASSISTANCE:

We are preparing for the two weeks of Pre-Service for this August. Lots of preparation is occurring for the teachers and staff returning on August 1st.

Three staff at YCOE will be attending a business and fiscal training in Las Vegas provided by the WIFLII organization and will receive the most up to date fiscal updates and changes for the Head start and Early Head Start programs.

PLANNING

We have been planning the new food services that will take place this upcoming year. WUSD will be adding our EHS two classrooms at Alyce Norman. DJUSD will be starting a new service for our children that will be attending Lemen and Green gate in Woodland.

HEAD START/PROGRAMA HEAD START			
Resource 5210/Recurso 5210			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	2,872,371.00
Expenditures/Gastos:			
Salaries/Salarios	\$ 131,256.19	\$	1,339,877.55
Benefits/Beneficios	\$ 47,646.87	\$	492,701.83
Supplies/Provisiones	\$ 22,460.45	\$	72,168.50
<i>Parent Activities/Actividades de los padres</i>	\$ 512.94	\$	3,165.66
Site Supplies/Articulos de oficina para el centro	\$ 21,947.51	\$	69,002.84
Contracted Services/Servicios Contratados	\$ 22,284.75	\$	193,939.17
Operations/Gastos de Operacion	\$ 98,985.57	\$	424,712.53
Building/Land Improvements	\$ -	\$	20,998.31
Indirect Costs/Castos Indirectos	\$ 79,722.45	\$	227,604.85
Cafeteria Fund/transferecia al fondo del café	\$ 3,529.09	\$	38,783.40
Total Expenditures/Total de Gastos	\$ 405,914.53	\$	2,810,786.14

EARLY HEAD START/PROGRAMA EARLY HEAD START			
Resource 5212/Recurso 5212			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	1,095,842.00
Expenditures/Gastos:			
Salaries/Salarios	\$ 50,545.08	\$	514,110.38
Benefits/Beneficios	\$ 17,150.01	\$	184,469.14
Supplies/Provisiones	\$ 29,332.88	\$	51,817.50
<i>Parent Activities/Actividades de los padres</i>	\$ 120.67	\$	885.63
Site Supplies/Articulos de oficina para el centro	\$ 29,212.21	\$	50,931.87
Contracted Services/Servicios Contratados	\$ 20,191.19	\$	131,469.26
Operations/Gastos de Operacion	\$ 19,399.51	\$	83,102.50
Building/Land Improvements			
Indirect Costs/Castos Indirectos	\$ 26,801.81	\$	85,333.38
Cafeteria Fund/transferecia al fondo del café	\$ 1,512.47	\$	18,893.77
Total Expenditures/Total de Gastos	\$ 164,936.01	\$	1,069,202.49

HEAD START/PROGRAMA HEAD START T & TA			
Resource 5208/Recurso 5208			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	34,554.00
Expenditures/Gastos:			
Salaries/Salarios	\$ 337.00	\$	336.98
Benefits/Beneficios	\$ 51.00	\$	51.23
Supplies/Provisiones	\$ 8,134.63	\$	9,044.81
<i>Parent Activities/Actividades de los padres</i>	\$ 148.97	\$	442.56
Site Supplies/Articulos de oficina para el centro	\$ 8,134.63	\$	9,044.81
Contracted Services/Servicios Contratados	\$ 770.00	\$	6,343.15
Operations/Gastos de Operacion	\$ 5,852.54	\$	13,644.01
Indirect Costs/Castos Indirectos	\$ 671.98	\$	1,947.03
Total Expenditures/Total de Gastos	\$ 15,429.15	\$	31,367.21

EARLY HEAD START/PROGRAMA EARLY HEAD START T & TA			
Resource 5218/Recurso 5218			
CATEGORY/CATEGORIA	Current/	Year to Date	
Revenues/Ingresos:		\$	25,983.00
Expenditures/Gastos:			
Salaries/Salarios	\$ -	\$	1,749.23
Benefits/Beneficios	\$ -	\$	345.50
Supplies/Provisiones	\$ 8,111.78	\$	9,016.84
<i>Parent Activities/Actividades de los padres</i>	\$ 148.96	\$	97.86
Site Supplies/Articulos de oficina para el centro	\$ 7,962.82	\$	8,918.98
Contracted Services/Servicios Contratados	\$ 770.00	\$	6,331.14
Operations/Gastos de Operacion	\$ -	\$	5,734.28
Indirect Costs/Castos Indirectos	\$ 825.71	\$	2,076.59
Total Expenditures/Total de Gastos	\$ 9,707.49	\$	25,253.58

CACFP Meal Reimbursement: May 2019			
	Number of Meals/Snacks Served	Federal Reimbursement Amount	State Reimbursement Amount
Breakfast	1501	2686.79	264.78
AM Snacks		-	-
Lunch	1632	5,785.45	287.89
PM Snacks	1324	1,204.84	-
Total Reimbursement		\$ 10,229.75	

Credit Cards	Monthly Expense
Visa	\$ 13,087.22
Wal-Mart	\$ 667.56
Nugget/Food 4 Less	\$ 365.28
Interstate Oil	\$ 1,749.65
Total Credit Cards	\$ 15,869.71

Calculation of In-Kind Contributions		
	Dollars Expended Year-To-Date	In-Kind Required
Head Start:	\$ 2,810,786.14	\$ 702,696.54
HS T & TA	\$ 31,367.21	\$ 7,841.80
Early HS	\$ 1,069,202.49	\$ 267,300.62
EHS T & TA	\$ 25,253.58	\$ 6,313.40
Total	\$ 3,936,609.42	\$ 984,152.36
Amount Required:	\$ 984,152.36	
Actual In-Kind:	\$ 1,201,190.07	
*Surplus/(Deficit):	\$ 217,037.72	

If deficit: will be returned to Federal Government from unrestricted dollars

Administrative Percent Calculation	
Maximum Percent Allowed	15%
Calculated Percent for the Month	12%
Annual Percentage	12%

**Executive Summary
2018/2019 Fiscal Year
June 2019**

Program	Working Budget	Current Expenditures	Year-To-Date Expenditures	Encumbered	Balance	% of Budget Spent	% of Budget Encumbered	% of Budget Unspent or Not Obligated
Head Start	\$ 2,872,371	\$ 405,915	\$ 2,810,786	\$ 26,987	\$ 34,598	97.86%	0.94%	1.20%
Early Head Start	\$ 1,095,842	\$ 164,936	\$ 1,069,202	\$ 17,092	\$ 9,547	97.57%	1.56%	0.87%
Head Start T&TA	\$ 34,554	\$ 15,429	\$ 31,367	\$ 1,088	\$ 2,099	90.78%	3.15%	6.07%
Early Head Start T&TA	\$ 25,983	\$ 9,707	\$ 25,254	\$ 1,794	\$ (1,064)	97.19%	6.90%	-4.10%
Total Grant	\$ 4,028,750	\$ 595,987	\$ 3,936,609	\$ 46,961	\$ 45,180	97.71%	1.17%	1.12%

Credit Cards	Monthly Expense
Visa	\$ 13,087.22
Wal-Mart	\$ 667.56
Nugget/Food 4 Less	\$ 365.28
Interstate Oil	\$ 1,749.65
Total Credit Card Expense	\$ 15,869.71

Administrative Percent Calculation	
Maximum allowed Administrative Percent:	15%
Calculated Percentage for the Month:	12%
Annual Percentage	12%

Calculation of In-Kind Contributions		
	Dollars Expended	In-Kind Required
	Year-To-Date	
Head Start:	\$ 2,810,786.14	\$ 702,696.54
Head Start T & TA:	\$ 31,367.21	\$ 7,841.80
Early Head Start:	\$ 1,069,202.49	\$ 267,300.62
Early Head Start T & TA:	\$ 25,253.58	\$ 6,313.40
Total	\$ 3,936,609.42	\$ 984,152.36
	Amount Required:	\$ 984,152.36
	Actual In-Kind:	\$ 1,201,190.07
	*Surplus/(Deficit):	\$ 217,037.72
If deficit: will be returned to Federal Government from unrestricted dollars		

CACFP Meal Reimbursement: May 2019			
	Number of Meals/Snacks Served	Federal Reimbursement Amount	State Reimbursement Amount
Breakfast	1501	\$ 2686.79	\$ 264.78
AM Snacks		\$ -	\$ -
Lunch	1632	\$ 5,785.45	\$ 287.89
PM Snacks	1324	\$ 1,204.84	\$ -
	Total Reimbursement	\$	10,229.75

**EARLY HEAD START
2018/2019
June**

Resource 5212

CATEGORY	Budget	Adjustment	Revised Budget	Actual Current	Expended/Received			%
					Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	1,068,072		1,068,072	319,584	1,018,309	0	49,763	4.66%
Prior Year	0	0	0	0	0		0	#DIV/0!
COLA	27,770		27,770		0		27,770	
Total Revenues	1,095,842	0	1,095,842	319,584	1,018,309	0	77,533	7.08%
Expenditures								
Salaries	594,675	(77,057)	517,618	50,545	514,110	0	3,508	0.68%
Benefits	243,273	(49,803)	193,470	17,150	184,469	0	9,001	4.65%
Supplies	29,945	42,502	72,447	29,333	51,818	14,421	6,209	8.57%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	0	0	979	121	886	45	49	4.99%
<i>Site Supplies</i>	29,945	41,523	71,468	29,212	50,932	14,376	6,160	8.62%
Travel & Conference	9,646	2,033	11,679	436	11,025	0	654	5.60%
Dues & Memberships	590	38	628	0	628	0	1	0.08%
Insurance	4,200	322	4,522	0	4,522	0	(0)	-0.01%
Operations and Housekeeping		25	25	3	7	18	0	
Rentals, Leases, Repairs & Noncapitalized								
Improvements	2,300	(1,190)	1,110	113	771	338	0	0.04%
Direct Costs for Transfer of Services	68,313	(543)	67,770	18,859	66,141		1,629	2.40%
Professional/Contracted Services & Operating								
Expenditures	36,875	85,717	122,592	20,191	131,469	2,315	(11,192)	0.00%
Intergovernmental Fees	0	16	16	(9)	16	0	0	
Indirect Costs	93,426	(1,834)	91,592	26,802	85,333		6,259	6.83%
Tsfer to Cafe Fund	12,599	8,900	21,499	1,512	18,894		2,605	12.12%
Total Expenditures	1,095,842	0	1,095,842	164,936	1,069,202	17,092	18,673	1.70%

**PROGRAMA EARLY HEAD START
PRESUPUESTO DEL AÑO FISCAL 2018/2019**

Recurso 5212	CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
						Lo que va del año	Sobrecargado		
Ingresos:									
	Todos los otros Federales	1,068,072	0	1,068,072	319,584	1,018,309	0	49,763	4.66%
		0		0				0	#DIV/0!
		27,770		27,770		0		27,770	
	Total de Ingresos	1,095,842	0	1,095,842	319,584	1,018,309	0	77,533	7.08%
Gastos:									
	Salarios	594,675	(77,057)	517,618	50,545	514,110	0	3,508	0.68%
	Beneficios	243,273	(49,803)	193,470	17,150	184,469	0	9,001	4.65%
	Provisiones	29,945	42,502	72,447	29,333	51,818	14,421	6,209	8.57%
	<i>Artículos para las actividades de los padres y comida para las juntas</i>	0	979	979	121	886	45	49	4.99%
	<i>Artículos de oficina para el centro</i>	29,945	41,523	71,468	29,212	50,932	14,376	6,160	8.62%
	Viaje y Conferencia	9,646	2,033	11,679	436	11,025	0	654	5.60%
	Cuotas y Membresías	590	38	628	0	628	0	1	0.08%
	Seguro	4,200	322	4,522	0	4,522	0	(0)	
	Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	2,300	(1,190)	1,110	113	771	338	0	
	Costos Directos para Transferencias de Servicios Profesionales/Contratados y Gastos de Cuotas Intergubernamentales	68,313	(543)	67,770	18,859	66,141	0	1,629	2.40%
	Gastos Indirectos	36,875	85,717	122,592	20,191	131,469	2,315	(11,192)	-9.13%
	transferencia al fondo del café	0	16	16	(9)	16	0	0	0.94%
		93,426	(1,834)	91,592	26,802	85,333	0	6,259	6.83%
		12,599	8,900	21,499	1,512	18,894	0	2,605	12.12%
			(9,126)	(9,126)					
	Total de Gastos	1,095,842	(25)	1,095,817	164,933	1,069,196	17,074	18,673	1.70%

**HEAD START
T & TA
2018/2019
June**

Resource 5208

		Expended/Received							
CATEGORY	Budget	Adjustment	Revised Budget	Current	Year-to-date	Encumbered	Balance	%	
Revenues									
All Other Federal	33,692	0	33,692	7,883	22,838	0	10,854	32.22%	
COLA	862		862				862		
Total Revenues	34,554	0	34,554	7,883	22,838	0	11,716	33.91%	
Expenditures									
Salaries	0	337	337	0	337	0	0	0.00%	
Benefits	0	51	51	0	51	0	(0)	0.00%	
Supplies	6,409	4,503	10,912	8,135	9,045	1,012	855	7.84%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	1,400	(1,035)	365	149	443	0	(78)	-21.25%	
<i>Site Supplies</i>	5,009	5,538	10,547	8,135	9,045	1,012	490	4.65%	
Travel & Conference	10,181	(2,386)	7,795	5,853	13,644	76	(5,925)	-76.01%	
Contracted Services	15,019	(2,505)	12,514	770	6,343	0	6,171	49.31%	
Indirect Costs	2,945	0	2,945	672	1,947	0	998	33.89%	
Total Expenditures	34,554	0	34,554	15,429	31,367	1,088	2,099	6.07%	

**PROGRAMA HEAD START
T y TA
PRESUPUESTO 2010/2019**

Recurso 5208		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
CATEGORÍA						Lo que va del año	Sobrecargado		
Ingresos:									
Todos los otros Federales		33,692	0	33,692	0	22,838	0	10,854	32.22%
COLA		862		862				862	
Total de Ingresos		34,554	0	34,554	0	22,838	0	11,716	33.91%
Gastos:									
Salarios		0	337	337	0	337	0	0	0.00%
Beneficios		0	51	51	0	51	0	(0)	0.00%
Provisiones		6,409	4,503	10,912	8,135	9,045	1,012	855	7.84%
<i>Artículos para las actividades de los padres y comida para las juntas</i>		1,400	(1,035)	365	149	443	0	(78)	-21.25%
<i>Artículos de oficina para el centro</i>		5,009	5,538	10,547	8,135	9,045	1,012	490	4.65%
Viaje y Conferencia		10,181	(2,386)	7,795	5,853	13,644	76	(5,925)	
Servicios Contratados		15,019	(2,505)	12,514	770	6,343	0	6,171	49.31%
Gastos Indirectos		2,945	0	2,945	672	1,947	0	998	0.00%
Total de Gastos		34,554	0	34,554	15,429	31,367	1,088	2,099	6.07%

**HEAD START
2018/2019 BUDGET
June**

Resource 5210

CATEGORY	Budget	Adjustment	Revised Budget	Expended/Received				% %
				Current	Year-to-date	Encumbered	Balance	
Revenues								
All Other Federal	2,799,582		2,799,582	947,742	2,725,970		73,612	2.63%
Prior Year	0	0	0	0	0		0	#DIV/0!
COLA	72,789		72,789	0	0		72,789	0.00%
Total Revenues	2,872,371	0	2,872,371	947,742	2,725,970	0	146,401	5.10%
Expenditures:								
Salaries	1,363,462	(22,862)	1,340,600	131,256	1,339,878	0	722	0.05%
Benefits	628,908	(112,011)	516,897	47,647	492,702	0	24,195	4.68%
Supplies	58,139	26,736	84,875	22,460	72,169	19,396	(6,689)	-7.88%
<i>Parent Activity Supplies & Food for Parent Meetings</i>	7,696	(4,361)	3,335	513	3,166	120	49	1.47%
<i>Site Supplies</i>	50,443	31,097	81,540	21,948	69,003	19,275	(6,738)	-8.26%
Travel & Conference	20,358	3,141	23,499	2,436	23,367	0	132	0.56%
Dues & Memberships	1,933	(50)	1,883	0	1,883	0	1	0.03%
Insurance	13,500	68	13,568	0	13,567	0	1	0.00%
Operations & Housekeeping		236	236	29	218	18	0	0.08%
Rentals, Leases, Repairs & Noncapitalized								
Improvements	8,900	(4,905)	3,995	787	3,959	36	(1)	-0.01%
Direct Costs for Transfer of Services	387,552	(13,346)	374,206	95,406	378,475		(4,269)	-1.14%
Professional/Contracted Services & Operating								
Expenditures	67,912	160,650	228,562	22,285	193,939	7,152	27,471	12.02%
Intergovernmental Fees	3,608	20	3,628	357	3,243	385	(0)	0.00%
Land Improvements	0	20,999	20,999	0	20,998	0	1	0.00%
Indirect Costs	267,705	(28,309)	239,396	79,722	227,605		11,791	4.93%
Tsfer to Cafe Fund	50,394	(7,047)	43,347	3,529	38,783		4,564	10.53%
Total Expenditures	2,872,371	0	2,872,371	405,915	2,810,786	26,987	57,918	2.02%

**PROGRAMA HEAD START
PRESUPUESTO 2018/2019**

Recurso 5210										
	CATEGORÍA	Presupuesto	Ajustes	Presupuesto Revisado	Actual	Lo que va del año	Gastado/Recibido Sobrecargado	Balance	%	
Ingresos:										
	Todos los otros Federales	2,799,582	0	2,799,582	0	2,725,970		73,612	2.63%	
		0	0	0	0	0	0	0		
	COLA	72,789	0	72,789	0	0		72,789		
	Total Revenues/Total de Ingresos	2,872,371	0	2,872,371	0	2,725,970	0	146,401		
Gastos:										
	Salarios	1,363,462	(22,862)	1,340,600	131,256	1,339,878	0	722	0.05%	
	Beneficios	628,908	(112,011)	516,897	47,647	492,702	0	24,195	4.68%	
	Provisiones	58,139	26,736	84,875	22,460	72,169	19,396	(6,689)	-7.88%	
	<i>Artículos para las actividades de los padres y comida para las juntas</i>	7,696	(4,361)	3,335	513	3,166	120	49	0.00%	
	<i>Artículos de oficina para el centro</i>	50,443	31,097	81,540	21,948	69,003	19,275	(6,738)	-8.26%	
	Viaje y Conferencia	20,358	3,141	23,499	2,436	23,367	0	132	0.56%	
	Cuotas y Membresías	1,933	(50)	1,883	0	1,883	0	1	0.03%	
	Seguro	13,500	68	13,568	0	13,567	0	1	0.00%	
			580	580	29	218	18	344	59.34%	
	Rentas, Arrendamientos, Reparaciones y Mejoras No-Capitalizadas	8,900	(4,905)	3,995	0	787	3,959	36	(1)	-0.01%
	Costos Directos para Transferencias de Servicios Profesionales/Contratados y Gastos de Operación	387,552	(13,346)	374,206	95,406	378,475	0	(4,269)	-1.14%	
	Cuotas Intergubernamentales	67,912	160,650	228,562	22,285	193,939	7,152	27,471	12.02%	
	Mejoras a los Terrenos	3,608	20	3,628	357	3,243	385	(0)	0.00%	
	Gastos Indirectos	0	20,999	20,999	0	20,998	0	1	0.00%	
	transferencia al fondo del café	267,705	(28,309)	239,396	79,722	227,605	0	11,791	4.93%	
		50,394	(7,047)	43,347	3,529	38,783	0	4,564	10.53%	
			(23,320)	(23,320)						
	Total de Gastos	2,872,371	344	2,872,715	405,915	2,810,786	26,987	58,262	2.03%	

**EARLY HEAD START
T & TA
2018/2019 BUDGET
June**

Resource 5218

CATEGORY	Budget	Adjustment	Revised Budget	Current	Expended/Received			Balance	% %
					Year-to-date	Encumbered			
Revenues									
All Other Federal	25,983	0	25,983	0	14,672	0	11,311	43.53%	
Total Revenues	25,983	0	25,983	0	14,672	0	11,311	43.53%	
Expenditures									
Salaries	0	1,750	1,750	0	1,749	0	1	0.00%	
Benefits	0	345	345	0	346	0	(1)	0.00%	
Supplies	6,025	3,474	9,499	8,112	9,017	1,794	(1,311)	-13.81%	
<i>Parent Activity Supplies & Food for Parent Meetings</i>	4,000	(3,831)	169	149	98	71	0	0.27%	
<i>Site Supplies</i>	2,025	7,305	9,330	7,963	8,919	0	411	4.41%	
Travel & Conference	10,568	(4,831)	5,737	0	5,734	0	3	0.05%	
Contracted Services	7,175	(738)	6,437	770	6,331	0	106	1.64%	
Indirect Costs	2,215	0	2,215	826	2,077	0	138	6.25%	
			0						
Total Expenditures	25,983	0	25,983	9,707	25,254	1,794	(1,064)	-4.10%	

**PROGRAMA EARLY HEAD START
T & TA
PRESUPUESTO 2018/2019**

Recurso 5218		Presupuesto	Ajustes	Presupuesto Revisado	Actual	Gastado/Recibido		Balance	% %
CATEGORÍA	Lo que va del año					Sobrecargado			
Ingresos:									
	Todos los otros Federales	25,983	0	25,983	0	14,672	0	11,311	43.53%
	Total de Ingresos	25,983	0	25,983	0	14,672	0	11,311	
Gastos:									
	Salarios	0	1,750	1,750	0	1,749	0	1	0.00%
	Beneficios	0	345	345	0	346	0	(1)	0.00%
	Provisiones	6,025	3,474	9,499	8,112	9,017	1,794	(1,311)	-13.81%
	<i>Artículos para las actividades de los padres y comida para las juntas</i>	4,000	(3,831)	169	149	98	71	0	0.27%
	<i>Artículos de oficina para el centro</i>	2,025	7,305	9,330	7,963	8,919	0	411	4.41%
	Viaje y Conferencia	10,568	(4,831)	5,737	0	5,734	0	3	0.05%
	Servicios Contratados	7,175	(738)	6,437	770	6,331	0	106	1.64%
	Gastos Indirectos	2,215	0	2,215	826	2,077	0	138	6.25%
	Total de Gastos	25,983	0	25,983	9,707	25,254	1,794	(1,064)	-4.10%

**HEAD START/EARLY HEAD START
CREDIT CARD REPORT
2018/2019
June**

MANAGER		VISA	
Gail Nadal			
Travel/Conference		\$ 4,006.07	
Center Supplies		\$ 3,849.61	
	TOTAL	\$ 7,855.68	
Genet Telahun			
Travel/Conference		\$ -	
Center Supplies		\$ 1,347.34	
	TOTAL	\$ 1,347.34	
Amee Dowkes			
Travel/Conference		\$ -	
Center Supplies		\$ 1,410.98	
	TOTAL	\$ 1,410.98	
Gustavo Melgoza			
Travel/Conference		\$ 1,094.18	
Center Supplies		\$ 1,379.04	
	TOTAL	\$ 2,473.22	
Maria Luna			
Travel/Conference		\$ 102.35	
Center Supplies			
	TOTAL	\$ 102.35	
	VISA Grand Total	\$ 13,087.22	****
Nugget/Food4Less		\$ 365.28	
InterState Oil		\$ 1,749.65	
Wal Mart		\$ 667.56	
	TOTAL MONTHLY EXPENDITURES:	\$ 15,869.71	

**Credit card statements available upon request

**Programas Head Start/Early Head Start
 REPORTE DE TARJETAS DE CRÉDITO
 Año FISCAL 2018/2019**

SUPERVISOR

VISA

Gail Nadal

Viaje/Conferencia	\$ 4,006.07
Artículos para el centro	\$ 3,849.61
	<u>\$ 7,855.68</u>

Genet Telahun

Viaje/Conferencia	\$ -
Artículos para el centro	\$ 1,347.34
Total	<u>\$ 1,347.34</u>

Amee Dowkes

Viaje/Conferencia	\$ -
Artículos para el centro	\$ 1,410.98
Total	<u>\$ 1,410.98</u>

Gustavo Melgoza

Viaje/Conferencia	\$ 1,094.18
Artículos para oficina	\$ 1,379.04
Total	<u>\$ 2,473.22</u>

VISA Grand Total \$ 13,087.22

NUGGET/FOOD 4 LESS	\$ 365.28
INTERSTATE OIL	\$ 1,749.65
Wal Mart	\$ 667.56

Total de Gastos Mensuales: \$ 15,869.71 ***

***Estados de ceunta de als tarjetas de credito, estan despinsibles, si son solicitadas."

**HEAD START/EARLY HEAD START
2018/2019 FISCAL YEAR
CALCULATION OF IN-KIND CONTRIBUTIONS**

Month	Year	Location									Grand
		Other	Alyce Norman	Itinerant	Esparto	Lemen	Charter	Lincoln/Plainfield	Valley Oak/Winters	Sci - Tech	Total
July	2018	\$ 24,643.59	\$ 1,849.49	\$ 1,818.14		\$ 1,007.16	\$ 2,671.94				\$ 31,990.32
August	2018	\$ 156,731.81	\$ 4,205.56	\$ 2,625.31	\$ 816.19	\$ 1,102.88	\$ -	\$ 2,413.78	\$ 1,436.58	\$ 152.41	\$ 169,484.52
September	2018	\$ 125.51	\$ 7,678.94	\$ 2,610.24	\$ 5,102.68	\$ 936.84	\$ 2,799.97	\$ 7,671.94	\$ 4,533.09	\$ 1,203.63	\$ 32,662.84
October	2018	\$ 305,905.39	\$ 6,948.97	\$ 3,038.46	\$ 5,853.15	\$ 1,203.93	\$ 3,931.35	\$ 8,550.05	\$ 4,547.83	\$ 899.15	\$ 340,878.28
November	2018	\$ 257.32	\$ 7,873.50	\$ 2,493.84	\$ 6,158.60	\$ 1,190.13	\$ 3,596.43	\$ 8,784.95	\$ 5,502.47	\$ 1,321.16	\$ 37,178.40
December	2018	\$ 85.65	\$ 5,465.72	\$ 2,416.86	\$ 2,242.37	\$ -	\$ 2,103.65	\$ 8,136.71	\$ 3,936.88	\$ 876.74	\$ 25,264.58
January	2019		\$ 6,743.14	\$ 2,631.30		\$ 1,217.71	\$ 2,841.41	\$ 10,883.78	\$ 713.90	\$ 1,752.54	\$ 26,783.78
February	2019	\$ 284.89	\$ 7,840.21	\$ 1,759.91	\$ 5,583.14	\$ 952.64	\$ 2,890.09	\$ 9,833.52	\$ 4,246.17	\$ 435.60	\$ 33,826.17
March	2019	\$ 131,795.90	\$ 7,142.52		\$ 2,784.41	\$ 1,156.51	\$ 2,343.14	\$ 10,042.86	\$ 2,257.47	\$ 381.39	\$ 157,904.20
April	2019	\$ 315.22	\$ 7,451.30	\$ 1,877.14	\$ 4,370.04	\$ 1,214.94	\$ 2,963.07	\$ 10,071.01	\$ 5,114.61		\$ 33,377.33
May	2019	\$ 257.32	\$ 7,702.96	\$ 1,936.00	\$ 4,441.74	\$ 1,367.87	\$ 2,394.21	\$ 11,353.04	\$ 4,326.87	\$ 151.64	\$ 33,931.65
June	2018	\$ 277,908.00									\$ 277,908.00
		\$ 898,310.60	\$ 70,902.31	\$ 23,207.20	\$ 37,352.32	\$ 11,350.61	\$ 28,535.26	\$ 87,741.64	\$ 36,615.87	\$ 7,174.26	\$ 1,201,190.07

Total Contribution Due based on actual dollars claimed:

	Dollars Expended as of June 30, 2019	In-Kind Required
Head Start:	2,810,786.14	702,696.54
Head Start T & TA:	31,367.21	7,841.80
Early Head Start:	1,069,202.49	267,300.62
Early Head Start T & TA:	25,253.58	6,313.40
Total:	3,936,609.42	984,152.36

Amount Required: 984,152.36
Actual In-Kind: 1,201,190.07

*Surplus/(Deficit): 217,037.72

Surplus(Deficit): 217,037.72

If deficit: will be returned to Federal Government from unrestricted dollars

FEDERAL FINANCIAL REPORT

(Follow form instructions)

1. Federal Agency and Organizational Element to Which Report is Submitted Dept of HHS, ACF	2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment) 09CH010572-01-01	Page 1	of 1 pages
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3. Recipient Organization (Name and complete address including Zip code)
 Yolo County Office of Education, 1280 Santa Anita Court Ste 100, Woodland, CA 95776

4a. DUNS Number 193213188	4b. EIN 95-2746725	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment)	6. Report Type <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-Annual <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Final	7. Basis of Accounting <input checked="" type="checkbox"/> Cash <input type="checkbox"/> Accrual
------------------------------	-----------------------	------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------

8. Project/Grant Period From: (Month, Day, Year) 07/01/2018	To: (Month, Day, Year) 06/30/2019	9. Reporting Period End Date (Month, Day, Year) 06/30/2019
-------------------------------------------------------------------	--------------------------------------	------------------------------------------------------------------

10. Transactions Cumulative

(Use lines a-c for single or multiple grant reporting)

Federal Cash (To report multiple grants, also use FFR Attachment):	
a. Cash Receipts	3,791,474.04
b. Cash Disbursements	3,938,835.77
c. Cash on Hand (line a minus b)	0

(Use lines d-o for single grant reporting)

Federal Expenditures and Unobligated Balance:	
d. Total Federal funds authorized	4,028,750.00
e. Federal share of expenditures	3,938,835.77
f. Federal share of unliquidated obligations	75,399.26
g. Total Federal share (sum of lines e and f)	4,014,235.03
h. Unobligated balance of Federal funds (line d minus g)	14,514.97

Recipient Share:	
i. Total recipient share required	1,007,189.00
j. Recipient share of expenditures	1,007,189.00
k. Remaining recipient share to be provided (line i minus j)	0

Program Income:	
l. Total Federal program income earned	
m. Program income expended in accordance with the deduction alternative	
n. Program income expended in accordance with the addition alternative	
o. Unexpended program income (line l minus line m or line n)	

11. Indirect Expense	a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
	Fixed	9.32%	7/1/18	06/30/2019	3,543,198.44	316,961.85	316,961.85
g. Totals:					3,543,198.44	316,961.85	316,961.85

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:
 HS T&TA - \$22,837.92; EHS T&TA \$24,357.61; HS \$2,725,969.58; EHS \$1,018,308.93; USDA FOOD PROGRAM \$86,208.48; ADMIN COSTS \$71,101.09

13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award documents. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

a. Typed or Printed Name and Title of Authorized Certifying Official <div style="font-family: cursive; font-size: 1.2em; margin-top: 10px;">Debra Hinely, Director Int Bus. Serv.</div>	c. Telephone (Area code, number and extension) 530-668-3728 d. Email address debra.hinely@ycoe.org
b. Signature of Authorized Certifying Official <div style="font-family: cursive; font-size: 1.2em; margin-top: 10px;">Debra Hinely</div>	e. Date Report Submitted (Month, Day, Year) 07/15/2019
14. Agency use only:	

Standard Form 425 - Revised 6/28/2010
 OMB Approval Number: 0348-0061
 Expiration Date: 10/31/2011

Paperwork Burden Statement
 According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is 0348-0061. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0061), Washington, DC 20503.

Notice of Public Meeting

**YOLO COUNTY OFFICE OF EDUCATION
HEAD START/EARLY HEAD START/STATE FUNDED PROGRAMS
POLICY COUNCIL MEETING AGENDA
July 26, 2019 from 10:30 a.m. to 12:30 p.m.
1200 Anna Street, West Sacramento, CA 95691**

1.0 Call to Order

2.0 Introductions/Recognition of Visitors

3.0 Consent Agenda:

These items are expected to be routine and non-controversial. They will be acted upon by the Policy Council at one time without discussion unless a Policy Council member or citizen requests that an item(s) be removed for discussion and separate consideration. In that case, the designated item(s) will be considered following approval of the remaining items.

Action

3.1 Approve June 28, 2019 Agenda

3.2 Approve May 24, 2019 Minutes

Action

4.0 Public Comment:

This item is placed on the agenda for the purpose of providing visitors the opportunity to address the Policy Council on any item(s) of business that does not appear on the formal agenda. You may request recognition by completing the form provided at the door.

Visitors may also request recognition from the chairperson, to address the Policy Council concerning an item on the agenda by completing the form provided at the door.

The Policy Council reserves the right to establish a time limit on these discussions, or to refer them to the next regular meeting for further deliberation.

**Discussion &
Possible Action**

5.0 Adjourn to Closed Session:

5.1 Employment of New Hires – Margie Valenzuela

5.2 Employments of Substitutes – Margie Valenzuela

5.3 Employment of Various Service Providers – Margie Valenzuela

In compliance with the Brown Act regulations, this agenda must be posted at least 48 hours prior to the meeting at the following locations: 1280 Santa Anita Court, Suite 140, Woodland, CA 95776-6106; 1230 ½ Lemen Avenue, Woodland, CA 95776; 26479 Grafton Street, Esparto, CA 95627; 17120 Omega St. Esparto, CA 95627; 20450 Co Rd. 97 Woodland, CA 95695; 200 Baker St. Winters, CA 95616; 1200 Anna Street, West Sacramento, CA 95605; 1400 E. 8th Street Room 6, Davis, CA 95616; and 1504 Fallbrook Street, West Sacramento, CA 95691; 285 West Beamer Street, Woodland, CA 95695; 1444 Stetson Street Woodland, CA 95776

Possible Action 6.0 Open Session:

6.1 Old Business: Lincoln Closure Update: *Gail Nadal*

6.2 New Business: SEAL Dual Language Cohort Grant Award: *Gail Nadal*
Make Parenting a Pleasure: *Genet Telahun*

Information & Discussion

7.0 Financial Report/Finance Committee – YCOE Fiscal Staff

Information

8.0 Program Operations: Service Area Reports – (10-15 minutes)

8.1 Program Design & Management/Director Report for HS/Early HS and State
Preschool – *Gail Nadal*

8.2 Program Operations- *Genet Telahun*

8.3 Family Support Services – *Nicole Castrejon*

8.4 Child Health Services – *Gustavo Melgoza*

8.5 Education Services/Special Services – *Amee Dowkes*

8.6 Nutrition Services – *TBD-Gustavo Melgoza*

8.7 Site Coordinator/Home Base Services – *Connie Luna*

8.8 Site Coordinator –

8.9 Site Coordinator – *Jacqueline Tam*

8.10 Site Coordinator- *Sandra Hernandez*

Information

9.0 Program Reports

9.1 Community Update – *Community Members*

9.2 Lincoln Center – *EHS & HS Programs*

9.3 Lemen Center – *EHS Program*

9.4 Esparto Center – *HS Programs*

9.5 Home Base – *EHS & HS Programs*

9.6 Alyce Norman – *EHS & HS Programs*

9.7 Charter – *HS Program*

9.8 Valley Oak – *HS & EHS Programs*

9.9 Plainfield – *HS Program*

9.10 Knights Landing – *HS Program*

9.11 Winters – *HS Program*

11.0 Confirmation Next Meeting Date

Regular Meeting- Friday, August 23, 2019 at 10:30 a.m. – 12:30 p.m.

Action

12.0 Motion for Adjournment

***The meeting shall be conducted in conformity with the Brown Act.
Items may be taken out of order.***

Notice:

If requested, this agenda can be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 and the Federal Rules and Regulations adopted in implementation thereof. Persons seeking an alternative format should contact Maria Cardenas (530) 668-3756 for further information. In addition, a person with a disability who requires a modification or accommodation, including auxiliary aids or

services, in order to participate in a public meeting should telephone or otherwise contact Maria Cardenas as soon as possible and preferably at least 24 hours prior to the meeting. (Government Code § 54954.2)

Yolo County Office of Education Head Start/Early Head Start Programs
1280 Santa Anita Court, Suite 140, Woodland, CA 95776
(530) 668-3756 / (530) 668-3840 [fax]

**Yolo COE
Regular Meeting
Tuesday, July 23, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

4.2. Assembly Bills 1505 & 1507

Type:

Informational

Description:

Shelton Yip, Board President will present this item.

Recommended Motion:

Information only.

Attachments:

1. AB 1505 Document
2. AB 1505 Bill
3. AB 1507

Assembly Bill 1505

Attached you will find AB 1505 in its amended form as of July 5, 2019. This bill has garnered interest across the board. Since its inception in the Assembly, it has been amended four times in the house and was amended on July 5th in the Senate. We are expecting to see more amendments after the summer break of the Legislature.

In the original form, County Boards were eliminated from the process of chartering or hearing appeals of a districts' denial of a Charter petition. The State Board of Education was also removed from the equation of overturning the decision of an LEA or County Boards' denial of a petition.

CCBE advocated for the county board role in the process and as of July 5, 2019 jurisdiction was fully restored. There is a remnant of the original bill language- a requirement for a remand in the event that the County Board finds the petition faulty or that it has substantial change from the petition heard by the LEA. If this was to occur, the appeal would once again come back to the County Board for a hearing. The County Board has the same authority that it had before with these additional items to be considered; fiscal, facilities, and academic impacts.

The timelines have also been expanded from 30 to 60 days for a hearing and 60 to 90 days for a decision with the caveat of the County staff publishing a report 15 days ahead of hearing to provide petitioners a reasonable opportunity to respond.

On the "flip-side", the State Board of Education retains jurisdiction over appeals of County Board denials AND can "saddle us" with being the authorized if they overturn the Boards' decision. This will have a direct fiscal impact on our budget if this were to happen. The language in the bill also provides us with a very short timeline (15 days) to respond to any appeal of our decision.

CCBE will continue to advocate for change in language as this bill moves forward.

AMENDED IN SENATE JULY 5, 2019
AMENDED IN ASSEMBLY APRIL 24, 2019
AMENDED IN ASSEMBLY APRIL 11, 2019
AMENDED IN ASSEMBLY APRIL 1, 2019
AMENDED IN ASSEMBLY MARCH 14, 2019
CALIFORNIA LEGISLATURE—2019–20 REGULAR SESSION

ASSEMBLY BILL

No. 1505

**Introduced by Assembly Members O’Donnell, Bonta, McCarty,
and Smith
(Principal coauthor: Assembly Member Kalra)
(Coauthor: Senator Skinner)**

February 22, 2019

An act to amend Sections 47604.5, 47605, ~~47605.5~~, 47605.6, 47607, ~~47607.3~~, and ~~47613~~ and 47607.3 of, to add ~~Section 47605.9~~ Sections 47605.9 and 47612.7 to, and to repeal Sections 47605.8 and 47607.5 of, the Education Code, relating to charter schools.

LEGISLATIVE COUNSEL’S DIGEST

AB 1505, as amended, O’Donnell. Charter schools: petitions.

(1) The Charter Schools Act of 1992 authorizes the establishment and operation of charter schools. Existing law generally requires a petition to establish a charter school to be submitted to the governing board of a school district, and, under specified circumstances, authorizes a petition to be submitted to and approved by a county board of education or the State Board of Education. Existing law authorizes a county board of education to approve a petition for the operation of a

charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education. Existing law also authorizes a petition for the operation of a state charter school to be submitted directly to the state board, and authorizes the state board to approve a charter for the operation of a state charter school that may operate at multiple sites throughout the state.

~~This bill would repeal those provisions authorizing the state board to approve a petition to establish a charter school. The bill would specify that a petition to establish a charter school may be submitted only to the school district or county office of education the boundaries within which the charter school would be located, and would provide that, commencing January 1, 2020, a county board of education could approve a petition for a countywide charter only under specified conditions and pursuant to a specified procedure, including requiring the petitioner to obtain the approval from each of the school districts where the charter school petitioner proposes to operate a facility. The bill would provide that charter schools operating under a charter approved by the state board may continue to operate under those charters only until the date on which the charter is up for renewal. The bill would authorize a county board of education to deny a petition for the establishment of a new charter school if it makes a written factual finding that the charter school would have a negative financial, academic, or facilities impact on neighborhood public schools, a school district, or the county office of education.~~

~~(2) Existing~~

~~Existing law prohibits the governing board of a school district from denying a petition to establish a charter school unless it makes written factual findings in support of one or more specific findings.~~

~~This bill would authorize the governing board of a school district to also deny a petition if it makes written factual findings, specific to the particular petition, setting forth certain facts to support one or more specified findings. The bill would authorize the governing board of a school district to deny a petition for the establishment of a new charter school if it makes a written factual finding that the charter school would have a negative financial, academic, or facilities impact on neighborhood public schools of the school district.~~

~~Existing law authorizes a charter school to appeal a school district's decision to deny a petition for a charter to the county board of education and, if the county board of education upholds the decision, to appeal~~

the county board of education's decision to the state board. Existing law authorizes a charter to be granted by a chartering authority under designated provisions for a period not to exceed 5 years. Existing law requires that charter renewals are for periods of 5 years.

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

~~(3)~~

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

This bill would instead require teachers in charter schools to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated ~~assignment~~ *assignment, as specified. The bill would provide that this provision would not apply to a teacher employed by a charter school before January 1, 2020, assigned to teach a noncore, noncollege preparatory course, as prescribed.*

~~(4) Existing law authorizes a charter school to appeal a school district's decision to deny a petition for a charter to the county board of education and, if the county board of education upholds the decision, to appeal the county board of education's decision to the state board.~~

~~If the governing board of a school district denies a petition, this bill would instead authorize the petitioner to appeal that denial to the county board of education. The bill would authorize the county board of education to only consider such an appeal if the appeal alleges that the governing board of the school district committed a procedural violation, as defined, in reviewing the petition. If the county board of education finds, by substantial evidence, that the governing board of the school district committed a procedural violation, the bill would require the county board of education to remand the petition to the school district for reconsideration. If the appeal contains new or different material terms, the bill would prohibit the county board of education from considering the appeal and would require the county board of education to remand the petition to the governing board of the school district for~~

reconsideration. The bill would repeal those provisions authorizing a petitioner to appeal a denial of a petition to the state board.

~~(5) Existing law authorizes a charter to be granted by a chartering authority under designated provisions for a period not to exceed 5 years. Existing law requires that charter renewals are for periods of 5 years.~~

~~This bill would instead provide that a renewal of a charter would be for a period of between 2 and 5 years. The bill would require a chartering authority, in deciding whether to grant a renewal, to consider specified issues relating to a school’s financial condition. The bill would specify procedures to be followed by a chartering authority when a charter school requests technical assistance due to academic performance issues.~~

~~(6) Existing law authorizes a chartering authority to revoke a charter if the authority finds, through a showing of substantial evidence, that the charter school has committed any of several designated acts. Existing law requires the chartering authority to consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to revoke a charter. Existing law also provides for a procedure for an appeal of a revocation decision by a chartering authority.~~

~~This bill would delete the provision relating to increases in pupil academic achievement as the most important factor in determining whether to revoke a charter. The bill would also delete the process for appeal of a revocation of a charter by a chartering authority.~~

~~(7)~~

~~(3) This bill would prohibit several of its provisions from being waived by the State Board of Education. The bill would also make conforming and nonsubstantive changes.~~

~~To the extent the bill would impose additional requirements on local educational agencies and charter schools, the bill would impose a state-mandated local program.~~

~~(8)~~

~~(4) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.~~

~~This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.~~

~~Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: yes.~~

The people of the State of California do enact as follows:

1 SECTION 1. Section 47604.5 of the Education Code is
2 amended to read:

3 47604.5. The state board may, based upon the recommendation
4 of the Superintendent, take appropriate action, including, but not
5 limited to, revocation of the charter school’s charter, when the
6 state board finds any of the following:

7 (a) Gross financial mismanagement that jeopardizes the financial
8 stability of the charter school.

9 (b) Illegal or substantially improper use of charter school funds
10 for the personal benefit of any officer, director, or fiduciary of the
11 charter school.

12 (c) Substantial and sustained departure from measurably
13 successful practices such that continued departure would jeopardize
14 the educational development of the charter school’s pupils.

15 (d) Failure to improve pupil outcomes across multiple state and
16 school priorities identified in the charter pursuant to subparagraph
17 (A) of paragraph (5) of subdivision (b) of Section 47605 or
18 subparagraph (A) of paragraph (5) of subdivision (b) of Section
19 47605.6.

20 ~~SEC. 2. Section 47605 of the Education Code is amended to~~
21 ~~read:~~

22 ~~47605. (a) (1) Except as set forth in paragraph (2), a petition~~
23 ~~for the establishment of a charter school within a school district~~
24 ~~may be circulated by one or more persons seeking to establish the~~
25 ~~charter school. A petition for the establishment of a charter school~~
26 ~~shall identify a single charter school that will operate within the~~
27 ~~geographic boundaries of that school district. A charter school~~
28 ~~may propose to operate at multiple sites within the school district~~
29 ~~if each location is identified in the charter school petition. The~~
30 ~~petition may be submitted to the governing board of the school~~
31 ~~district for review after either of the following conditions is met:~~

32 ~~(A) The petition is signed by a number of parents or legal~~
33 ~~guardians of pupils that is equivalent to at least one-half of the~~
34 ~~number of pupils that the charter school estimates will enroll in~~
35 ~~the charter school for its first year of operation.~~

36 ~~(B) The petition is signed by a number of teachers that is~~
37 ~~equivalent to at least one-half of the number of teachers that the~~

1 charter school estimates will be employed at the charter school
2 during its first year of operation.

3 (2) A petition that proposes to convert an existing public school
4 to a charter school that would not be eligible for a loan pursuant
5 to subdivision (c) of Section 41365 may be circulated by one or
6 more persons seeking to establish the charter school. The petition
7 may be submitted to the governing board of the school district for
8 review after the petition is signed by not less than 50 percent of
9 the permanent status teachers currently employed at the public
10 school to be converted.

11 (3) A petition shall include a prominent statement that a
12 signature on the petition means that the parent or legal guardian
13 is meaningfully interested in having their child or ward attend the
14 charter school, or in the case of a teacher's signature, means that
15 the teacher is meaningfully interested in teaching at the charter
16 school. The proposed charter shall be attached to the petition.

17 (4) After receiving approval of its petition, a charter school that
18 proposes to establish operations at one or more additional sites
19 shall request a material revision to its charter and shall notify the
20 authority that granted its charter of those additional locations. The
21 authority that granted its charter shall consider whether to approve
22 those additional locations at an open, public meeting. If the
23 additional locations are approved, there shall be a material revision
24 to the charter school's charter.

25 (5) A charter school that is unable to locate within the
26 jurisdiction of the chartering school district may establish one site
27 outside the boundaries of the school district, but within the county
28 in which that school district is located, if the school district within
29 the jurisdiction of which the charter school proposes to operate is
30 notified in advance of the charter petition approval, the county
31 superintendent of schools and the Superintendent are notified of
32 the location of the charter school before it commences operations,
33 and either of the following circumstances exists:

34 (A) The school has attempted to locate a single site or facility
35 to house the entire program, but a site or facility is unavailable in
36 the area in which the school chooses to locate.

37 (B) The site is needed for temporary use during a construction
38 or expansion project.

39 (6) Commencing January 1, 2003, a petition to establish a charter
40 school shall not be approved to serve pupils in a grade level that

1 is not served by the school district of the governing board
2 considering the petition, unless the petition proposes to serve pupils
3 in all of the grade levels served by that school district.

4 (b) No later than 60 days after receiving a petition, in accordance
5 with subdivision (a), the governing board of the school district
6 shall hold a public hearing on the provisions of the charter, at
7 which time the governing board of the school district shall consider
8 the level of support for the petition by teachers employed by the
9 school district, other employees of the school district, and parents.
10 Following review of the petition and the public hearing, the
11 governing board of the school district shall either grant or deny
12 the charter within 90 days of receipt of the petition, provided,
13 however, that the date may be extended by an additional 30 days
14 if both parties agree to the extension. In reviewing petitions for
15 the establishment of charter schools pursuant to this section, the
16 chartering authority shall be guided by the intent of the Legislature
17 that charter schools are and should become an integral part of the
18 California educational system and that the establishment of charter
19 schools should be encouraged. The governing board of the school
20 district may grant a charter for the operation of a school under this
21 part if it is satisfied that granting the charter is consistent with
22 sound educational practice. The governing board of the school
23 district shall not be required to approve a petition for the
24 establishment of a charter school, and may deny approval by
25 making written factual findings, specific to the particular petition,
26 setting forth specific facts to support one or more of the following
27 findings:

28 (1) The charter school presents an unsound educational program
29 for the pupils to be enrolled in the charter school.

30 (2) The petitioners are demonstrably unlikely to successfully
31 implement the program set forth in the petition.

32 (3) The petition does not contain the number of signatures
33 required by subdivision (a).

34 (4) The petition does not contain an affirmation of each of the
35 conditions described in subdivision (d).

36 (5) The petition does not contain reasonably comprehensive
37 descriptions of all of the following:

38 (A) (i) The educational program of the charter school, designed,
39 among other things, to identify those whom the charter school is
40 attempting to educate, what it means to be an “educated person”

1 in the 21st century, and how learning best occurs. The goals
2 identified in that program shall include the objective of enabling
3 pupils to become self-motivated, competent, and lifelong learners.

4 (ii) The annual goals for the charter school for all pupils and
5 for each subgroup of pupils identified pursuant to Section 52052,
6 to be achieved in the state priorities, as described in subdivision
7 (d) of Section 52060, that apply for the grade levels served and
8 specific annual actions to achieve those goals. A charter petition
9 may identify additional school priorities, the goals for the school
10 priorities, and the specific annual actions to achieve those goals.

11 (iii) If the proposed charter school will serve high school pupils,
12 the manner in which the charter school will inform parents about
13 the transferability of courses to other public high schools and the
14 eligibility of courses to meet college entrance requirements.
15 Courses offered by the charter school that are accredited by the
16 Western Association of Schools and Colleges may be considered
17 transferable and courses approved by the University of California
18 or the California State University as creditable under the "A to G"
19 admissions criteria may be considered to meet college entrance
20 requirements.

21 (B) The measurable pupil outcomes identified for use by the
22 charter school. "Pupil outcomes," for purposes of this part, means
23 the extent to which all pupils of the charter school demonstrate
24 that they have attained the skills, knowledge, and attitudes specified
25 as goals in the charter school's educational program. Pupil
26 outcomes shall include outcomes that address increases in pupil
27 academic achievement both schoolwide and for all groups of pupils
28 served by the charter school, as that term is defined in paragraph
29 (3) of subdivision (a) of Section 47607. The pupil outcomes shall
30 align with the state priorities, as described in subdivision (d) of
31 Section 52060, that apply for the grade levels served by the charter
32 school.

33 (C) The method by which pupil progress in meeting those pupil
34 outcomes is to be measured. To the extent practicable, the method
35 for measuring pupil outcomes for state priorities shall be consistent
36 with the way information is reported on a school accountability
37 report card.

38 (D) The governance structure of the charter school, including,
39 but not limited to, the process to be followed by the charter school
40 to ensure parental involvement. If the school is to be operated by,

1 or as, a nonprofit public benefit corporation, the petitioner shall
2 provide the names and relevant qualifications of all persons whom
3 the petitioner nominates to serve on the board of directors of the
4 charter school.

5 ~~(E) The qualifications to be met by individuals to be employed
6 by the charter school.~~

7 ~~(F) The procedures that the charter school will follow to ensure
8 the health and safety of pupils and staff. These procedures shall
9 require all of the following:~~

10 ~~(i) That each employee of the charter school furnish the charter
11 school with a criminal record summary as described in Section
12 44237.~~

13 ~~(ii) The development of a school safety plan, which shall include
14 the safety topics listed in subparagraphs (A) to (H), inclusive, of
15 paragraph (2) of subdivision (a) of Section 32282 and procedures
16 for conducting tactical responses to criminal incidents.~~

17 ~~(iii) That the school safety plan be reviewed and updated by
18 March 1 of every year by the charter school.~~

19 ~~(G) The means by which the charter school will achieve a racial
20 and ethnic balance among its pupils, a balance of pupils receiving
21 special education services, and a balance of English learner pupils
22 that is reflective of the general population residing within the
23 territorial jurisdiction of the school district to which the charter
24 petition is submitted.~~

25 ~~(H) Admission policies and procedures, consistent with
26 subdivision (d).~~

27 ~~(I) The manner in which annual, independent financial audits
28 shall be conducted, which shall employ generally accepted
29 accounting principles, and the manner in which audit exceptions
30 and deficiencies shall be resolved to the satisfaction of the
31 chartering authority.~~

32 ~~(J) The procedures by which pupils can be suspended or expelled
33 from the charter school for disciplinary reasons or otherwise
34 involuntarily removed from the charter school for any reason.
35 These procedures, at a minimum, shall include an explanation of
36 how the charter school will comply with federal and state
37 constitutional procedural and substantive due process requirements
38 that is consistent with all of the following:~~

39 ~~(i) For suspensions of fewer than 10 days, provide oral or written
40 notice of the charges against the pupil and, if the pupil denies the~~

1 charges, an explanation of the evidence that supports the charges
2 and an opportunity for the pupil to present the pupil's side of the
3 story.

4 (ii) For suspensions of 10 days or more and all other expulsions
5 for disciplinary reasons, both of the following:

6 (I) Provide timely, written notice of the charges against the pupil
7 and an explanation of the pupil's basic rights.

8 (II) Provide a hearing adjudicated by a neutral officer within a
9 reasonable number of days at which the pupil has a fair opportunity
10 to present testimony, evidence, and witnesses and confront and
11 cross-examine adverse witnesses, and at which the pupil has the
12 right to bring legal counsel or an advocate.

13 (iii) Contain a clear statement that no pupil shall be involuntarily
14 removed by the charter school for any reason unless the parent or
15 guardian of the pupil has been provided written notice of intent to
16 remove the pupil no less than five schooldays before the effective
17 date of the action. The written notice shall be in the native language
18 of the pupil or the pupil's parent or guardian or, if the pupil is a
19 foster child or youth or a homeless child or youth, the pupil's
20 educational rights holder, and shall inform that individual of the
21 right to initiate the procedures specified in clause (ii) before the
22 effective date of the action. If the pupil's parent, guardian, or
23 educational rights holder initiates the procedures specified in clause
24 (ii), the pupil shall remain enrolled and shall not be removed until
25 the charter school issues a final decision. For purposes of this
26 clause, "involuntarily removed" includes disenrolled, dismissed,
27 transferred, or terminated, but does not include suspensions
28 specified in clauses (i) and (ii).

29 (K) The manner by which staff members of the charter schools
30 will be covered by the State Teachers' Retirement System, the
31 Public Employees' Retirement System, or federal social security.

32 (L) The public school attendance alternatives for pupils residing
33 within the school district who choose not to attend charter schools.

34 (M) The rights of an employee of the school district upon
35 leaving the employment of the school district to work in a charter
36 school, and of any rights of return to the school district after
37 employment at a charter school.

38 (N) The procedures to be followed by the charter school and
39 the chartering authority to resolve disputes relating to provisions
40 of the charter.

1 ~~(O) The procedures to be used if the charter school closes. The~~
2 ~~procedures shall ensure a final audit of the charter school to~~
3 ~~determine the disposition of all assets and liabilities of the charter~~
4 ~~school, including plans for disposing of any net assets and for the~~
5 ~~maintenance and transfer of pupil records.~~

6 ~~(P) A clear explanation of why the proposed model cannot be~~
7 ~~accomplished within the school district structure of neighborhood~~
8 ~~public schools. This explanation shall only be included in an initial~~
9 ~~petition for a new charter school, or in a renewal petition if the~~
10 ~~charter school proposes to expand enrollment in a manner that was~~
11 ~~not previously approved by the chartering authority.~~

12 ~~(6) The petition does not contain a declaration of whether or~~
13 ~~not the charter school shall be deemed the exclusive public~~
14 ~~employer of the employees of the charter school for purposes of~~
15 ~~Chapter 10.7 (commencing with Section 3540) of Division 4 of~~
16 ~~Title 1 of the Government Code.~~

17 ~~(7) The charter school would have a negative financial,~~
18 ~~academic, or facilities impact on neighborhood public schools or~~
19 ~~the school district. The governing board of the school district may~~
20 ~~deny a petition for the establishment of a new charter school if it~~
21 ~~makes a written factual finding under this paragraph. The governing~~
22 ~~board of the school district shall not deny approval of a charter~~
23 ~~school petition by making this written factual finding for a renewal~~
24 ~~petition unless the renewal petition proposes to expand enrollment~~
25 ~~in a manner that was not previously approved by the chartering~~
26 ~~authority.~~

27 ~~(e) (1) Charter schools shall meet all statewide standards and~~
28 ~~conduct the pupil assessments required pursuant to Section 60605~~
29 ~~and any other statewide standards authorized in statute or pupil~~
30 ~~assessments applicable to pupils in noncharter public schools.~~

31 ~~(2) Charter schools shall, on a regular basis, consult with their~~
32 ~~parents, legal guardians, and teachers regarding the charter school's~~
33 ~~educational programs.~~

34 ~~(d) (1) In addition to any other requirement imposed under this~~
35 ~~part, a charter school shall be nonsectarian in its programs,~~
36 ~~admission policies, employment practices, and all other operations,~~
37 ~~shall not charge tuition, and shall not discriminate against a pupil~~
38 ~~on the basis of the characteristics listed in Section 220. Except as~~
39 ~~provided in paragraph (2), admission to a charter school shall not~~
40 ~~be determined according to the place of residence of the pupil, or~~

1 of that pupil’s parent or legal guardian, within this state, except
2 that an existing public school converting partially or entirely to a
3 charter school under this part shall adopt and maintain a policy
4 giving admission preference to pupils who reside within the former
5 attendance area of that public school.

6 ~~(2) (A) A charter school shall admit all pupils who wish to
7 attend the charter school.~~

8 ~~(B) If the number of pupils who wish to attend the charter school
9 exceeds the charter school’s capacity, attendance, except for
10 existing pupils of the charter school, shall be determined by a
11 public random drawing. Preference shall be extended to pupils
12 currently attending the charter school and pupils who reside in the
13 school district except as provided for in Section 47614.5.
14 Preferences, including, but not limited to, siblings of pupils
15 admitted or attending the charter school and children of the charter
16 school’s teachers, staff, and founders identified in the initial charter,
17 may also be permitted by the chartering authority on an individual
18 charter school basis. Priority order for any preference shall be
19 determined in the charter petition in accordance with all of the
20 following:~~

21 ~~(i) Each type of preference shall be approved by the chartering
22 authority at a public hearing.~~

23 ~~(ii) Preferences shall be consistent with federal law, the
24 California Constitution, and Section 200.~~

25 ~~(iii) Preferences shall not result in limiting enrollment access
26 for pupils with disabilities, academically low-achieving pupils,
27 English learners, neglected or delinquent pupils, homeless pupils,
28 or pupils who are economically disadvantaged, as determined by
29 eligibility for any free or reduced-price meal program, foster youth,
30 or pupils based on nationality, race, ethnicity, or sexual orientation.~~

31 ~~(iv) In accordance with Section 49011, preferences shall not
32 require mandatory parental volunteer hours as a criterion for
33 admission or continued enrollment.~~

34 ~~(C) In the event of a drawing, the chartering authority shall
35 make reasonable efforts to accommodate the growth of the charter
36 school and shall not take any action to impede the charter school
37 from expanding enrollment to meet pupil demand.~~

38 ~~(3) If a pupil is expelled or leaves the charter school without
39 graduating or completing the school year for any reason, the charter
40 school shall notify the superintendent of the school district of the~~

1 pupil's last known address within 30 days, and shall, upon request,
2 provide that school district with a copy of the cumulative record
3 of the pupil, including report cards or a transcript of grades, and
4 health information. If the pupil is subsequently expelled or leaves
5 the school district without graduating or completing the school
6 year for any reason, the school district shall provide this
7 information to the charter school within 30 days if the charter
8 school demonstrates that the pupil had been enrolled in the charter
9 school. This paragraph applies only to pupils subject to compulsory
10 full-time education pursuant to Section 48200.

11 (e) The governing board of a school district shall not require an
12 employee of the school district to be employed in a charter school.

13 (f) The governing board of a school district shall not require a
14 pupil enrolled in the school district to attend a charter school.

15 (g) The governing board of a school district shall require that
16 the petitioner or petitioners provide information regarding the
17 proposed operation and potential effects of the charter school,
18 including, but not limited to, the facilities to be used by the charter
19 school, the manner in which administrative services of the charter
20 school are to be provided, and potential civil liability effects, if
21 any, upon the charter school and upon the school district. The
22 description of the facilities to be used by the charter school shall
23 specify where the charter school intends to locate. The petitioner
24 or petitioners also shall be required to provide financial statements
25 that include a proposed first-year operational budget, including
26 startup costs, and cashflow and financial projections for the first
27 three years of operation.

28 (h) In reviewing petitions for the establishment of charter
29 schools within the school district, the governing board of the school
30 district shall give preference to petitions that demonstrate the
31 capability to provide comprehensive learning experiences to pupils
32 identified by the petitioner or petitioners as academically low
33 achieving pursuant to the standards established by the department
34 under Section 54032, as that section read before July 19, 2006.

35 (i) Upon the approval of the petition by the governing board of
36 the school district, the petitioner or petitioners shall provide written
37 notice of that approval, including a copy of the petition, to the
38 applicable county superintendent of schools, the department, and
39 the state board.

1 (j) If the governing board of a school district denies a petition,
 2 the petitioner may appeal that denial to the county board of
 3 education. The county board of education may consider an appeal
 4 pursuant to this subdivision only if the appeal alleges that the
 5 governing board of the school district committed a procedural
 6 violation under this part in reviewing the petition. If the county
 7 board of education finds, by substantial evidence, that the
 8 governing board of the school district committed a procedural
 9 violation under this part in reviewing the petition, the county board
 10 of education shall remand the petition to the school district for
 11 reconsideration. If the appeal contains new or different material
 12 terms, the county board of education shall not consider the appeal,
 13 and instead shall immediately remand the petition to the governing
 14 board of the school district for reconsideration. As used in this
 15 section:

16 (1) “Material terms” of the petition means the signatures,
 17 affirmations, disclosures, documents, and descriptions described
 18 in subdivisions (a), (b), and (g).

19 (2) A “procedural violation” means the failure to meet the
 20 requirements and deadlines, and to provide written findings
 21 regarding the denial, that are required pursuant to subdivisions (a)
 22 and (b).

23 (k) Teachers in charter schools shall hold the Commission on
 24 Teacher Credentialing certificate, permit, or other document
 25 required for the teacher’s certificated assignment. These documents
 26 shall be maintained on file at the charter school and are subject to
 27 periodic inspection by the chartering authority.

28 (l) A charter school shall transmit a copy of its annual,
 29 independent financial audit report for the preceding fiscal year, as
 30 described in subparagraph (I) of paragraph (5) of subdivision (b),
 31 to its chartering authority, the Controller, the county superintendent
 32 of schools of the county in which the charter school is sited, unless
 33 the county board of education of the county in which the charter
 34 school is sited is the chartering authority, and the department by
 35 December 15 of each year. This subdivision does not apply if the
 36 audit of the charter school is encompassed in the audit of the
 37 chartering authority pursuant to Section 41020.

38 (m) A charter school may encourage parental involvement, but
 39 shall notify the parents and guardians of applicant pupils and
 40 currently enrolled pupils that parental involvement is not a

1 requirement for acceptance to, or continued enrollment at, the
2 charter school:

3 (n) ~~The requirements of this section shall not be waived by the~~
4 ~~state board pursuant to Section 33050 or any other law.~~

5 SEC. 3. ~~Section 47605.5 of the Education Code is amended to~~
6 ~~read:~~

7 ~~47605.5.—A petition may be submitted directly to a county board~~
8 ~~of education in the same manner as set forth in Section 47605 for~~
9 ~~charter schools that will serve pupils for whom the county office~~
10 ~~of education would otherwise be responsible for providing direct~~
11 ~~education and related services. There shall be no appeal of a denial~~
12 ~~of a petition submitted pursuant to this section. The requirements~~
13 ~~of this section shall not be waived by the state board pursuant to~~
14 ~~Section 33050 or any other law.~~

15 SEC. 4. ~~Section 47605.6 of the Education Code is amended to~~
16 ~~read:~~

17 ~~47605.6.—(a) (1) In addition to the authority provided by~~
18 ~~Section 47605.5, a county board of education may also approve a~~
19 ~~petition for the operation of a charter school that operates at one~~
20 ~~or more sites within the geographic boundaries of the county and~~
21 ~~that provides instructional services that are not generally provided~~
22 ~~by a county office of education. A county board of education may~~
23 ~~approve a countywide charter only if it finds, in addition to the~~
24 ~~other requirements of this section, that the educational services to~~
25 ~~be provided by the charter school will offer services to a pupil~~
26 ~~population that will benefit from those services and that cannot be~~
27 ~~served as well by a charter school that operates in only one school~~
28 ~~district in the county. A petition for the establishment of a~~
29 ~~countywide charter school pursuant to this subdivision may be~~
30 ~~circulated throughout the county by any one or more persons~~
31 ~~seeking to establish the charter school. The petition may be~~
32 ~~submitted to the county board of education for review after either~~
33 ~~of the following conditions is met:~~

34 (A) ~~The petition is signed by a number of parents or guardians~~
35 ~~of pupils residing within the county that is equivalent to at least~~
36 ~~one-half of the number of pupils that the charter school estimates~~
37 ~~will enroll in the school for its first year of operation and each of~~
38 ~~the school districts where the charter school petitioner proposes~~
39 ~~to operate a facility has received at least 30 days' notice of the~~

1 petitioner’s intent to operate a charter school pursuant to this
2 section.

3 (B) The petition is signed by a number of teachers that is
4 equivalent to at least one-half of the number of teachers that the
5 charter school estimates will be employed at the school during its
6 first year of operation and each of the school districts where the
7 charter school petitioner proposes to operate a facility has received
8 at least 30 days’ notice of the petitioner’s intent to operate a charter
9 school pursuant to this section.

10 (2) An existing public school shall not be converted to a charter
11 school in accordance with this section.

12 (3) After receiving approval of its petition, a charter school that
13 proposes to establish operations at additional sites within the
14 geographic boundaries of the county board of education shall notify
15 the school districts where those sites will be located. The charter
16 school shall also request a material revision of its charter by the
17 county board of education that approved its charter and the county
18 board of education shall consider whether to approve those
19 additional locations at an open, public meeting, held no sooner
20 than 30 days following notification of the school districts where
21 the sites will be located. If approved, the location of the approved
22 sites shall be a material revision of the charter school’s approved
23 charter.

24 (4) A petition shall include a prominent statement indicating
25 that a signature on the petition means that the parent or guardian
26 is meaningfully interested in having their child or ward attend the
27 charter school, or in the case of a teacher’s signature, means that
28 the teacher is meaningfully interested in teaching at the charter
29 school. The proposed charter shall be attached to the petition.

30 (b) No later than 60 days after receiving a petition, in accordance
31 with subdivision (a), the county board of education shall hold a
32 public hearing on the provisions of the charter, at which time the
33 county board of education shall consider the level of support for
34 the petition by teachers, parents or guardians, and the school
35 districts where the charter school petitioner proposes to place
36 school facilities. Following review of the petition and the public
37 hearing, the county board of education shall either grant or deny
38 the charter within 90 days of receipt of the petition. However, this
39 date may be extended by an additional 30 days if both parties agree
40 to the extension. A county board of education may impose any

1 additional requirements beyond those required by this section that
2 it considers necessary for the sound operation of a countywide
3 charter school. A county board of education may grant a charter
4 for the operation of a charter school under this part only if it is
5 satisfied that granting the charter is consistent with sound
6 educational practice and that the charter school has reasonable
7 justification for why it could not be established by petition to a
8 school district pursuant to Section 47605. The county board of
9 education shall deny a petition for the establishment of a charter
10 school if it finds one or more of the following:

11 (1) The charter school presents an unsound educational program
12 for the pupils to be enrolled in the charter school.

13 (2) The petitioners are demonstrably unlikely to successfully
14 implement the program set forth in the petition.

15 (3) The petition does not contain the number of signatures
16 required by subdivision (a).

17 (4) The petition does not contain an affirmation of each of the
18 conditions described in subdivision (c).

19 (5) The petition does not contain reasonably comprehensive
20 descriptions of all of the following:

21 (A) (i) The educational program of the charter school, designed,
22 among other things, to identify those pupils whom the charter
23 school is attempting to educate, what it means to be an “educated
24 person” in the 21st century, and how learning best occurs. The
25 goals identified in that program shall include the objective of
26 enabling pupils to become self-motivated, competent, and lifelong
27 learners.

28 (ii) The annual goals for the charter school for all pupils and
29 for each subgroup of pupils identified pursuant to Section 52052,
30 to be achieved in the state priorities, as described in subdivision
31 (d) of Section 52060, that apply for the grade levels served, or the
32 nature of the program operated, by the charter school, and specific
33 annual actions to achieve those goals. A charter petition may
34 identify additional school priorities, the goals for the school
35 priorities, and the specific annual actions to achieve those goals.

36 (iii) If the proposed charter school will enroll high school pupils,
37 the manner in which the charter school will inform parents
38 regarding the transferability of courses to other public high schools.
39 Courses offered by the charter school that are accredited by the

1 ~~Western Association of Schools and Colleges may be considered~~
2 ~~to be transferable to other public high schools.~~

3 ~~(iv) If the proposed charter school will enroll high school pupils,~~
4 ~~information as to the manner in which the charter school will~~
5 ~~inform parents as to whether each individual course offered by the~~
6 ~~charter school meets college entrance requirements. Courses~~
7 ~~approved by the University of California or the California State~~
8 ~~University as satisfying their prerequisites for admission may be~~
9 ~~considered as meeting college entrance requirements for purposes~~
10 ~~of this clause.~~

11 ~~(B) The measurable pupil outcomes identified for use by the~~
12 ~~charter school. “Pupil outcomes,” for purposes of this part, means~~
13 ~~the extent to which all pupils of the charter school demonstrate~~
14 ~~that they have attained the skills, knowledge, and aptitudes~~
15 ~~specified as goals in the charter school’s educational program.~~
16 ~~Pupil outcomes shall include outcomes that address increases in~~
17 ~~pupil academic achievement both schoolwide and for all groups~~
18 ~~of pupils served by the charter school, as that term is defined in~~
19 ~~subparagraph (B) of paragraph (3) of subdivision (a) of Section~~
20 ~~47607. The pupil outcomes shall align with the state priorities, as~~
21 ~~described in subdivision (d) of Section 52060, that apply for the~~
22 ~~grade levels served, or the nature of the program operated, by the~~
23 ~~charter school.~~

24 ~~(C) The method by which pupil progress in meeting those pupil~~
25 ~~outcomes is to be measured. To the extent practicable, the method~~
26 ~~for measuring pupil outcomes for state priorities shall be consistent~~
27 ~~with the way information is reported on a school accountability~~
28 ~~report card.~~

29 ~~(D) The location of each charter school facility that the petitioner~~
30 ~~proposes to operate.~~

31 ~~(E) The governance structure of the charter school, including,~~
32 ~~but not limited to, the process to be followed by the charter school~~
33 ~~to ensure parental involvement. If the school is to be operated by,~~
34 ~~or as, a nonprofit public benefit corporation, the petitioner shall~~
35 ~~provide the names and relevant qualifications of all persons whom~~
36 ~~the petitioner nominates to serve on the board of directors of the~~
37 ~~charter school.~~

38 ~~(F) The qualifications to be met by individuals to be employed~~
39 ~~by the charter school.~~

1 (G) The procedures that the charter school will follow to ensure
2 the health and safety of pupils and staff. These procedures shall
3 require all of the following:

4 (i) That each employee of the charter school furnish the charter
5 school with a criminal record summary as described in Section
6 44237.

7 (ii) The development of a school safety plan, which shall include
8 the safety topics listed in subparagraphs (A) to (H), inclusive, of
9 paragraph (2) of subdivision (a) of Section 32282 and procedures
10 for conducting tactical responses to criminal incidents.

11 (iii) That the school safety plan be reviewed and updated by
12 March 1 of every year by the charter school.

13 (H) The means by which the charter school will achieve a racial
14 and ethnic balance among its pupils, a balance of pupils receiving
15 special education services, and a balance of English learner pupils
16 that is reflective of the general population residing within the
17 territorial jurisdiction of the school district to which the charter
18 petition is submitted.

19 (I) The manner in which annual, independent financial audits
20 shall be conducted, in accordance with regulations established by
21 the state board, and the manner in which audit exceptions and
22 deficiencies shall be resolved.

23 (J) The procedures by which pupils can be suspended or expelled
24 from the charter school for disciplinary reasons or otherwise
25 involuntarily removed from the charter school for any reason.
26 These procedures, at a minimum, shall include an explanation of
27 how the charter school will comply with federal and state
28 constitutional procedural and substantive due process requirements
29 that is consistent with all of the following:

30 (i) For suspensions of fewer than 10 days, provide oral or written
31 notice of the charges against the pupil and, if the pupil denies the
32 charges, an explanation of the evidence that supports the charges
33 and an opportunity for the pupil to present the pupil's side of the
34 story.

35 (ii) For suspensions of 10 days or more and all other expulsions
36 for disciplinary reasons, both of the following:

37 (I) Provide timely, written notice of the charges against the pupil
38 and an explanation of the pupil's basic rights.

39 (II) Provide a hearing adjudicated by a neutral officer within a
40 reasonable number of days at which the pupil has a fair opportunity

1 to present testimony, evidence, and witnesses and confront and
2 cross-examine adverse witnesses, and at which the pupil has the
3 right to bring legal counsel or an advocate.

4 (iii) Contain a clear statement that no pupil shall be involuntarily
5 removed by the charter school for any reason unless the parent or
6 guardian of the pupil has been provided written notice of intent to
7 remove the pupil no less than five schooldays before the effective
8 date of the action. The written notice shall be in the native language
9 of the pupil or the pupil’s parent or guardian or, if the pupil is a
10 foster child or youth or a homeless child or youth, the pupil’s
11 educational rights holder, and shall inform that person of the right
12 to initiate the procedures specified in clause (ii) before the effective
13 date of the action. If the pupil’s parent, guardian, or educational
14 rights holder initiates the procedures specified in clause (ii), the
15 pupil shall remain enrolled and shall not be removed until the
16 charter school issues a final decision. For purposes of this clause,
17 “involuntarily removed” includes disenrolled, dismissed,
18 transferred, or terminated, but does not include suspensions
19 specified in clauses (i) and (ii).

20 (K) The manner by which staff members of the charter school
21 will be covered by the State Teachers’ Retirement System, the
22 Public Employees’ Retirement System, or federal social security.

23 (L) The procedures to be followed by the charter school and the
24 county board of education to resolve disputes relating to provisions
25 of the charter.

26 (M) Admission policy and procedures, consistent with
27 subdivision (e).

28 (N) The public school attendance alternatives for pupils residing
29 within the county who choose not to attend the charter school.

30 (O) The rights of an employee of the county office of education,
31 upon leaving the employment of the county office of education,
32 to be employed by the charter school, and any rights of return to
33 the county office of education that an employee may have upon
34 leaving the employment of the charter school.

35 (P) The procedures to be used if the charter school closes. The
36 procedures shall ensure a final audit of the charter school to
37 determine the disposition of all assets and liabilities of the charter
38 school, including plans for disposing of any net assets and for the
39 maintenance and transfer of public records.

1 ~~(Q) A clear explanation of why the proposed model cannot be~~
2 ~~accomplished within the school district structure of neighborhood~~
3 ~~public schools. This explanation shall only be included in an initial~~
4 ~~petition for a new charter school, or in a renewal petition if the~~
5 ~~charter school proposes to expand enrollment in a manner that was~~
6 ~~not previously approved by the county board of education.~~

7 ~~(6) A declaration of whether or not the charter school shall be~~
8 ~~deemed the exclusive public school employer of the employees of~~
9 ~~the charter school for purposes of the Educational Employment~~
10 ~~Relations Act (Chapter 10.7 (commencing with Section 3540) of~~
11 ~~Division 4 of Title 1 of the Government Code).~~

12 ~~(7) The charter school would have a negative financial,~~
13 ~~academic, or facilities impact on neighborhood public schools, a~~
14 ~~school district, or the county office of education. The county board~~
15 ~~of education may deny a petition for the establishment of a new~~
16 ~~charter school if it makes a written factual finding under this~~
17 ~~paragraph. The county board of education shall not deny approval~~
18 ~~of a charter school petition by making this written factual finding~~
19 ~~for a renewal petition unless the renewal petition proposes to~~
20 ~~expand enrollment in a manner that was not previously approved~~
21 ~~by the county board of education.~~

22 ~~(8) Any other basis that the county board of education finds~~
23 ~~justifies the denial of the petition.~~

24 ~~(e) A county board of education that approves a petition for the~~
25 ~~operation of a countywide charter may, as a condition of charter~~
26 ~~approval, enter into an agreement with a third party, at the expense~~
27 ~~of the charter school, to oversee, monitor, and report to the county~~
28 ~~board of education on the operations of the charter school. The~~
29 ~~county board of education may prescribe the aspects of the charter~~
30 ~~school's operations to be monitored by the third party and may~~
31 ~~prescribe appropriate requirements regarding the reporting of~~
32 ~~information concerning the operations of the charter school to the~~
33 ~~county board of education.~~

34 ~~(d) (1) Charter schools shall meet all statewide standards and~~
35 ~~conduct the pupil assessments required pursuant to Section 60605~~
36 ~~and any other statewide standards authorized in statute or pupil~~
37 ~~assessments applicable to pupils in noncharter public schools.~~

38 ~~(2) Charter schools shall on a regular basis consult with their~~
39 ~~parents and teachers regarding the charter school's educational~~
40 ~~programs.~~

1 ~~(e) (1) In addition to any other requirement imposed under this~~
 2 ~~part, a charter school shall be nonsectarian in its programs,~~
 3 ~~admission policies, employment practices, and all other operations,~~
 4 ~~shall not charge tuition, and shall not discriminate against any~~
 5 ~~pupil on the basis of ethnicity, national origin, gender, gender~~
 6 ~~identity, gender expression, or disability. Except as provided in~~
 7 ~~paragraph (2), admission to a charter school shall not be determined~~
 8 ~~according to the place of residence of the pupil, or of the pupil's~~
 9 ~~parent or guardian, within this state.~~

10 ~~(2) (A) A charter school shall admit all pupils who wish to~~
 11 ~~attend the charter school.~~

12 ~~(B) If the number of pupils who wish to attend the charter school~~
 13 ~~exceeds the charter school's capacity, attendance, except for~~
 14 ~~existing pupils of the charter school, shall be determined by a~~
 15 ~~public random drawing. Preference shall be extended to pupils~~
 16 ~~currently attending the charter school and pupils who reside in the~~
 17 ~~county except as provided for in Section 47614.5. Preferences,~~
 18 ~~including, but not limited to, siblings of pupils admitted or~~
 19 ~~attending the charter school and children of the charter school's~~
 20 ~~teachers, staff, and founders identified in the initial charter, may~~
 21 ~~also be permitted by the chartering authority on an individual~~
 22 ~~charter school basis. Priority order for any preference shall be~~
 23 ~~determined in the charter petition in accordance with all of the~~
 24 ~~following:~~

25 ~~(i) Each type of preference shall be approved by the chartering~~
 26 ~~authority at a public hearing.~~

27 ~~(ii) Preferences shall be consistent with federal law, the~~
 28 ~~California Constitution, and Section 200.~~

29 ~~(iii) Preferences shall not result in limiting enrollment access~~
 30 ~~for pupils with disabilities, academically low-achieving pupils,~~
 31 ~~English learners, neglected or delinquent pupils, homeless pupils,~~
 32 ~~or pupils who are economically disadvantaged, as determined by~~
 33 ~~eligibility for any free or reduced-price meal program, foster youth,~~
 34 ~~or pupils based on nationality, race, ethnicity, or sexual orientation.~~

35 ~~(iv) In accordance with Section 49011, preferences shall not~~
 36 ~~require mandatory parental volunteer hours as a criterion for~~
 37 ~~admission or continued enrollment.~~

38 ~~(C) In the event of a drawing, the county board of education~~
 39 ~~shall make reasonable efforts to accommodate the growth of the~~

1 charter school and in no event shall take any action to impede the
2 charter school from expanding enrollment to meet pupil demand.

3 ~~(3) If a pupil is expelled or leaves the charter school without
4 graduating or completing the school year for any reason, the charter
5 school shall notify the superintendent of the school district of the
6 pupil's last known address within 30 days and shall, upon request,
7 provide that school district with a copy of the cumulative record
8 of the pupil, including report cards or a transcript of grades, and
9 health information. If the pupil is subsequently expelled or leaves
10 the school district without graduating or completing the school
11 year for any reason, the school district shall provide this
12 information to the charter school within 30 days if the charter
13 school demonstrates that the pupil had been enrolled in the charter
14 school. This paragraph applies only to pupils subject to compulsory
15 full-time education pursuant to Section 48200.~~

16 ~~(f) The county board of education shall not require an employee
17 of the county or a school district to be employed in a charter school.~~

18 ~~(g) The county board of education shall not require a pupil
19 enrolled in a county program to attend a charter school.~~

20 ~~(h) The county board of education shall require that the
21 petitioner or petitioners provide information regarding the proposed
22 operation and potential effects of the charter school, including, but
23 not limited to, the facilities to be used by the charter school, the
24 manner in which administrative services of the charter school are
25 to be provided, and potential civil liability effects, if any, upon the
26 charter school, any school district where the charter school may
27 operate, and upon the county board of education. The petitioner
28 or petitioners shall also be required to provide financial statements
29 that include a proposed first-year operational budget, including
30 startup costs, and cashflow and financial projections for the first
31 three years of operation.~~

32 ~~(i) In reviewing petitions for the establishment of charter schools
33 within the county, the county board of education shall give
34 preference to petitions that demonstrate the capability to provide
35 comprehensive learning experiences to pupils identified by the
36 petitioner or petitioners as academically low achieving pursuant
37 to the standards established by the department under Section 54032,
38 as that section read before July 19, 2006.~~

39 ~~(j) Upon the approval of the petition by the county board of
40 education, the petitioner or petitioners shall provide written notice~~

1 of that approval, including a copy of the petition, to the school
2 districts within the county, the Superintendent, and the state board.

3 (k) If a county board of education denies a petition, the petitioner
4 shall not elect to submit the petition for the establishment of the
5 charter school to the state board.

6 (l) Teachers in charter schools shall hold the Commission on
7 Teacher Credentialing certificate, permit, or other document
8 required for the teacher's certificated assignment. These documents
9 shall be maintained on file at the charter school and shall be subject
10 to periodic inspection by the chartering authority.

11 (m) A charter school shall transmit a copy of its annual,
12 independent, financial audit report for the preceding fiscal year,
13 as described in subparagraph (I) of paragraph (5) of subdivision
14 (b), to the county office of education, the Controller, and the
15 department by December 15 of each year. This subdivision does
16 not apply if the audit of the charter school is encompassed in the
17 audit of the chartering entity pursuant to Section 41020.

18 (n) A charter school may encourage parental involvement but
19 shall notify the parents and guardians of applicant pupils and
20 currently enrolled pupils that parental involvement is not a
21 requirement for acceptance to, or continued enrollment at, the
22 charter school.

23 (o) (1) Commencing January 1, 2020, a county board of
24 education may only approve a new petition for the operation of a
25 charter school that operates at one or more sites within the
26 geographic boundaries of the county and that provides instructional
27 services that are not generally provided by a county office of
28 education if it finds, in addition to the other requirements of this
29 section, that the educational services to be provided by the charter
30 school will offer services to a pupil population that will benefit
31 from those services and that cannot be served as well by a charter
32 school that operates in only one school district in the county. A
33 petition for the establishment of a countywide charter school
34 pursuant to this subdivision may be circulated throughout the
35 county by any one or more persons seeking to establish the charter
36 school. The petition may be submitted to the county board of
37 education for review after one of the following requirements is
38 met:

39 (A) The petition is signed by a number of parents or guardians
40 of pupils residing within the county that is equivalent to at least

1 one-half of the number of pupils that the charter school estimates
2 will enroll in the school for its first year of operation.

3 ~~(B) The petition is signed by a number of teachers that is~~
4 ~~equivalent to at least one-half of the number of teachers that the~~
5 ~~charter school estimates will be employed at the school during its~~
6 ~~first year of operation.~~

7 ~~(2) The petition may only be submitted to the county board of~~
8 ~~education for review if the petitioner has first obtained approval~~
9 ~~from each of the school districts where the charter school petitioner~~
10 ~~proposes to operate a facility. The petitioner shall submit the same~~
11 ~~petition and supporting documentation to the school districts where~~
12 ~~the charter school proposes to operate a facility and to the county~~
13 ~~board of education.~~

14 ~~(3) An existing public school shall not be converted to a charter~~
15 ~~school in accordance with this section.~~

16 ~~(4) After receiving approval of its initial petition, a charter~~
17 ~~school that proposes to establish operations at additional sites~~
18 ~~within the geographic boundaries of the county board of education~~
19 ~~shall first obtain approval from the school districts where those~~
20 ~~sites will be located before submitting a request for a material~~
21 ~~revision of its charter to the county board of education. The charter~~
22 ~~school shall request a material revision of its charter by the county~~
23 ~~board of education that approved its charter, and the county board~~
24 ~~of education shall consider whether to approve those additional~~
25 ~~locations at an open, public meeting, held no sooner than 30 days~~
26 ~~following approval from the school districts where the sites will~~
27 ~~be located. If approved, the location of the approved sites shall be~~
28 ~~a material revision of the charter school's approved charter.~~

29 ~~(5) A petition shall include a prominent statement indicating~~
30 ~~that a signature on the petition means that the parent or guardian~~
31 ~~is meaningfully interested in having their child or ward attend the~~
32 ~~charter school, or in the case of a teacher's signature, means that~~
33 ~~the teacher is meaningfully interested in teaching at the charter~~
34 ~~school. The proposed charter shall be attached to the petition.~~

35 ~~(p) The requirements of this section shall not be waived by the~~
36 ~~state board pursuant to Section 33050 or any other law.~~

37 *SEC. 2. Section 47605 of the Education Code is amended to*
38 *read:*

39 47605. (a) (1) Except as set forth in paragraph (2), a petition
40 for the establishment of a charter school within a school district

1 may be circulated by one or more persons seeking to establish the
2 charter school. A petition for the establishment of a charter school
3 shall identify a single charter school that will operate within the
4 geographic boundaries of that school district. A charter school
5 may propose to operate at multiple sites within the school district
6 if each location is identified in the charter school petition. The
7 petition may be submitted to the governing board of the school
8 district for review after either of the following conditions is met:

9 (A) The petition is signed by a number of parents or legal
10 guardians of pupils that is equivalent to at least one-half of the
11 number of pupils that the charter school estimates will enroll in
12 the charter school for its first year of operation.

13 (B) The petition is signed by a number of teachers that is
14 equivalent to at least one-half of the number of teachers that the
15 charter school estimates will be employed at the charter school
16 during its first year of operation.

17 (2) A petition that proposes to convert an existing public school
18 to a charter school that would not be eligible for a loan pursuant
19 to subdivision (c) of Section 41365 may be circulated by one or
20 more persons seeking to establish the charter school. The petition
21 may be submitted to the governing board of the school district for
22 review after the petition is signed by not less than 50 percent of
23 the permanent status teachers currently employed at the public
24 school to be converted.

25 (3) A petition shall include a prominent statement that a
26 signature on the petition means that the parent or legal guardian
27 is meaningfully interested in having their child or ward attend the
28 charter school, or in the case of a teacher's signature, means that
29 the teacher is meaningfully interested in teaching at the charter
30 school. The proposed charter shall be attached to the petition.

31 (4) After receiving approval of its petition, a charter school that
32 proposes to establish operations at one or more additional sites
33 shall request a material revision to its charter and shall notify the
34 authority that granted its charter of those additional locations. The
35 authority that granted its charter shall consider whether to approve
36 those additional locations at an open, public meeting. If the
37 additional locations are approved, there shall be a material revision
38 to the charter school's charter.

39 (5) A charter school that is unable to locate within the
40 jurisdiction of the chartering school district may establish one site

1 outside the boundaries of the school district, but within the county
2 in which that school district is located, if the school district within
3 the jurisdiction of which the charter school proposes to operate is
4 notified in advance of the charter petition approval, the county
5 superintendent of schools and the Superintendent are notified of
6 the location of the charter school before it commences operations,
7 and either of the following circumstances exists:

8 (A) The school has attempted to locate a single site or facility
9 to house the entire program, but a site or facility is unavailable in
10 the area in which the school chooses to locate.

11 (B) The site is needed for temporary use during a construction
12 or expansion project.

13 (6) Commencing January 1, 2003, a petition to establish a charter
14 school shall not be approved to serve pupils in a grade level that
15 is not served by the school district of the governing board
16 considering the petition, unless the petition proposes to serve pupils
17 in all of the grade levels served by that school district.

18 (b) No later than ~~30~~ 60 days after receiving a petition, in
19 accordance with subdivision (a), the governing board of the school
20 district shall hold a public hearing on the provisions of the charter,
21 at which time the governing board of the school district shall
22 consider the level of support for the petition by teachers employed
23 by the school district, other employees of the school district, and
24 parents. Following review of the petition and the public hearing,
25 the governing board of the school district shall either grant or deny
26 the charter within ~~60~~ 90 days of receipt of the petition, provided,
27 however, that the date may be extended by an additional 30 days
28 if both parties agree to the extension. *A petition is deemed received*
29 *by the governing board of the school district or the county board*
30 *of education for purposes of commencing the timelines described*
31 *in this subdivision when the petitioner submits the complete petition*
32 *to the district office or to the county office of education. The*
33 *governing board of the school district or the county board of*
34 *education shall publish all staff recommendations, including the*
35 *recommended findings and the certification from the county*
36 *superintendent of schools prepared pursuant to paragraph (8),*
37 *regarding the petition at least 15 days before the public hearing*
38 *at which the governing board of the school district or the county*
39 *board of education will either grant or deny the charter. Petitioners*
40 *shall have an opportunity, including sufficient time, to present*

1 *evidence and testimony to the governing board of the school district*
2 *or the county board of education at the public hearing at which it*
3 *will either grant or deny the charter to respond to the staff*
4 *recommendations and findings.* In reviewing petitions for the
5 establishment of charter schools pursuant to this section, the
6 chartering authority shall be guided by the intent of the Legislature
7 that charter schools are and should become an integral part of the
8 California educational system and that the establishment of charter
9 schools should be encouraged. The governing board of the school
10 district shall grant a charter for the operation of a school under this
11 part if it is satisfied that granting the charter is consistent with
12 sound educational practice. The governing board of the school
13 district shall not deny a petition for the establishment of a charter
14 school unless it makes written factual findings, specific to the
15 particular petition, setting forth specific facts to support one or
16 more of the following findings:

17 (1) The charter school presents an unsound educational program
18 for the pupils to be enrolled in the charter school.

19 (2) The petitioners are demonstrably unlikely to successfully
20 implement the program set forth in the petition.

21 (3) The petition does not contain the number of signatures
22 required by subdivision (a).

23 (4) The petition does not contain an affirmation of each of the
24 conditions described in subdivision (d).

25 (5) The petition does not contain reasonably comprehensive
26 descriptions of all of the following:

27 (A) (i) The educational program of the charter school, designed,
28 among other things, to identify those whom the charter school is
29 attempting to educate, what it means to be an “educated person”
30 in the 21st century, and how learning best occurs. The goals
31 identified in that program shall include the objective of enabling
32 pupils to become self-motivated, competent, and lifelong learners.

33 (ii) The annual goals for the charter school for all pupils and
34 for each subgroup of pupils identified pursuant to Section 52052,
35 to be achieved in the state priorities, as described in ~~paragraphs~~
36 ~~(2) to (8), inclusive,~~ of subdivision (d) of Section 52060, that apply
37 for the grade levels ~~served by the charter school,~~ *served,* and
38 specific annual actions to achieve those goals. A charter petition
39 may identify additional school priorities, the goals for the school
40 priorities, and the specific annual actions to achieve those goals.

1 (iii) If the proposed charter school will serve high school pupils,
2 the manner in which the charter school will inform parents about
3 the transferability of courses to other public high schools and the
4 eligibility of courses to meet college entrance requirements.
5 Courses offered by the charter school that are accredited by the
6 Western Association of Schools and Colleges may be considered
7 transferable and courses approved by the University of California
8 or the California State University as creditable under the “A to G”
9 admissions criteria may be considered to meet college entrance
10 requirements.

11 (B) The measurable pupil outcomes identified for use by the
12 charter school. “Pupil outcomes,” for purposes of this part, means
13 the extent to which all pupils of the charter school demonstrate
14 that they have attained the skills, knowledge, and attitudes specified
15 as goals in the charter school’s educational program. Pupil
16 outcomes shall include outcomes that address increases in pupil
17 academic achievement both schoolwide and for all groups of pupils
18 served by the charter school, as that term is defined in ~~subparagraph~~
19 ~~(B) of paragraph (3) of subdivision (a) of Section 47607. The pupil~~
20 ~~outcomes shall align with the state priorities, as described in~~
21 ~~paragraphs (2) to (8), inclusive, of subdivision (d) of Section~~
22 ~~52060, that apply for the grade levels served by the charter school.~~

23 (C) The method by which pupil progress in meeting those pupil
24 outcomes is to be measured. To the extent practicable, the method
25 for measuring pupil outcomes for state priorities shall be consistent
26 with the way information is reported on a school accountability
27 report card.

28 (D) The governance structure of the charter school, including,
29 but not limited to, the process to be followed by the charter school
30 to ensure parental involvement.

31 (E) The qualifications to be met by individuals to be employed
32 by the charter school.

33 (F) The procedures that the charter school will follow to ensure
34 the health and safety of pupils and staff. These procedures shall
35 require all of the following:

36 (i) That each employee of the charter school furnish the charter
37 school with a criminal record summary as described in Section
38 44237.

39 (ii) The development of a school safety plan, which shall include
40 the safety topics listed in subparagraphs (A) to (H), inclusive, of

1 paragraph (2) of subdivision (a) of Section 32282 and procedures
2 for conducting tactical responses to criminal incidents.

3 (iii) That the school safety plan be reviewed and updated by
4 March 1 of every year by the charter school.

5 (G) The means by which the charter school will achieve a racial
6 and ethnic balance among its pupils that is reflective of the general
7 population residing within the territorial jurisdiction of the school
8 district to which the charter petition is submitted.

9 (H) Admission policies and procedures, consistent with
10 subdivision (d).

11 (I) The manner in which annual, independent financial audits
12 shall be conducted, which shall employ generally accepted
13 accounting principles, and the manner in which audit exceptions
14 and deficiencies shall be resolved to the satisfaction of the
15 chartering authority.

16 (J) The procedures by which pupils can be suspended or expelled
17 from the charter school for disciplinary reasons or otherwise
18 involuntarily removed from the charter school for any reason.
19 These procedures, at a minimum, shall include an explanation of
20 how the charter school will comply with federal and state
21 constitutional procedural and substantive due process requirements
22 that is consistent with all of the following:

23 (i) For suspensions of fewer than 10 days, provide oral or written
24 notice of the charges against the pupil and, if the pupil denies the
25 charges, an explanation of the evidence that supports the charges
26 and an opportunity for the pupil to present the pupil's side of the
27 story.

28 (ii) For suspensions of 10 days or more and all other expulsions
29 for disciplinary reasons, both of the following:

30 (I) Provide timely, written notice of the charges against the pupil
31 and an explanation of the pupil's basic rights.

32 (II) Provide a hearing adjudicated by a neutral officer within a
33 reasonable number of days at which the pupil has a fair opportunity
34 to present testimony, evidence, and witnesses and confront and
35 cross-examine adverse witnesses, and at which the pupil has the
36 right to bring legal counsel or an advocate.

37 (iii) Contain a clear statement that no pupil shall be involuntarily
38 removed by the charter school for any reason unless the parent or
39 guardian of the pupil has been provided written notice of intent to
40 remove the pupil no less than five schooldays before the effective

1 date of the action. The written notice shall be in the native language
2 of the pupil or the pupil’s parent or guardian or, if the pupil is a
3 foster child or youth or a homeless child or youth, the pupil’s
4 educational rights holder, and shall inform the pupil, the pupil’s
5 parent or guardian, or the pupil’s educational rights holder of the
6 right to initiate the procedures specified in clause (ii) before the
7 effective date of the action. If the pupil’s parent, guardian, or
8 educational rights holder initiates the procedures specified in clause
9 (ii), the pupil shall remain enrolled and shall not be removed until
10 the charter school issues a final decision. For purposes of this
11 clause, “involuntarily removed” includes disenrolled, dismissed,
12 transferred, or terminated, but does not include suspensions
13 specified in clauses (i) and (ii).

14 (K) The manner by which staff members of the charter schools
15 will be covered by the State Teachers’ Retirement System, the
16 Public Employees’ Retirement System, or federal social security.

17 (L) The public school attendance alternatives for pupils residing
18 within the school district who choose not to attend charter schools.

19 (M) The rights of an employee of the school district upon
20 leaving the employment of the school district to work in a charter
21 school, and of any rights of return to the school district after
22 employment at a charter school.

23 (N) The procedures to be followed by the charter school and
24 the chartering authority to resolve disputes relating to provisions
25 of the charter.

26 (O) The procedures to be used if the charter school closes. The
27 procedures shall ensure a final audit of the charter school to
28 determine the disposition of all assets and liabilities of the charter
29 school, including plans for disposing of any net assets and for the
30 maintenance and transfer of pupil records.

31 *(P) A clear explanation of whether and to what extent the*
32 *proposed model cannot be accomplished within the school district*
33 *structure of neighborhood public schools. This explanation shall*
34 *only be included in an initial petition for a new charter school, or*
35 *in a renewal petition if the charter school proposes to expand*
36 *enrollment in a manner that was not previously approved by the*
37 *chartering authority.*

38 (6) The petition does not contain a declaration of whether or
39 not the charter school shall be deemed the exclusive public
40 employer of the employees of the charter school for purposes of

1 Chapter 10.7 (commencing with Section 3540) of Division 4 of
2 Title 1 of the Government Code.

3 *(7) The charter school is demonstrably unlikely to serve the*
4 *interests of the entire community in which the school is proposing*
5 *to locate. A written factual finding under this paragraph shall*
6 *detail specific facts and circumstances that analyze and consider*
7 *both of the following factors:*

8 *(A) The extent to which the proposed charter school would*
9 *substantially undermine existing services, academic offerings, or*
10 *programmatic offerings. Analysis of this factor may include*
11 *consideration of the fiscal impact of the proposed charter school.*

12 *(B) Whether the proposed charter school would duplicate a*
13 *program currently offered within existing neighborhood schools*
14 *and the existing program has sufficient capacity for the pupils*
15 *proposed to be served within reasonable proximity to where the*
16 *charter school intends to locate.*

17 *(8) The school district is not positioned to absorb the fiscal*
18 *impact of the proposed charter school. A school district satisfies*
19 *this paragraph if it has a qualified interim certification pursuant*
20 *to Section 1240 and the county superintendent of schools, in*
21 *consultation with the County Office Fiscal Crisis and Management*
22 *Assistance Team, certifies that approving the charter school would*
23 *result in the school district having a negative interim certification*
24 *pursuant to Section 1240, has a negative interim certification*
25 *pursuant to Section 1240, or is under state receivership. Charter*
26 *schools proposed in a school district satisfying one of these*
27 *conditions shall be subject to a rebuttable presumption of denial.*

28 (c) (1) Charter schools shall meet all statewide standards and
29 conduct the pupil assessments required pursuant to Section 60605
30 and any other statewide standards authorized in statute or pupil
31 assessments applicable to pupils in noncharter public schools.

32 (2) Charter schools shall, on a regular basis, consult with their
33 parents, legal guardians, and teachers regarding the charter school’s
34 educational programs.

35 (d) (1) In addition to any other requirement imposed under this
36 part, a charter school shall be nonsectarian in its programs,
37 admission policies, employment practices, and all other operations,
38 shall not charge tuition, and shall not discriminate against a pupil
39 on the basis of the characteristics listed in Section 220. Except as
40 provided in paragraph (2), admission to a charter school shall not

1 be determined according to the place of residence of the pupil, or
2 of the pupil's parent or legal guardian, within this state, except
3 that an existing public school converting partially or entirely to a
4 charter school under this part shall adopt and maintain a policy
5 giving admission preference to pupils who reside within the former
6 attendance area of that public school.

7 (2) (A) A charter school shall admit all pupils who wish to
8 attend the charter school.

9 (B) If the number of pupils who wish to attend the charter school
10 exceeds the charter school's capacity, attendance, except for
11 existing pupils of the charter school, shall be determined by a
12 public random drawing. Preference shall be extended to pupils
13 currently attending the charter school and pupils who reside in the
14 school district except as provided for in Section 47614.5.
15 Preferences, including, but not limited to, siblings of pupils
16 admitted or attending the charter school and children of the charter
17 school's teachers, staff, and founders identified in the initial charter,
18 may also be permitted by the chartering authority on an individual
19 charter school basis. Priority order for any preference shall be
20 determined in the charter petition in accordance with all of the
21 following:

22 (i) Each type of preference shall be approved by the chartering
23 authority at a public hearing.

24 (ii) Preferences shall be consistent with federal law, the
25 California Constitution, and Section 200.

26 (iii) Preferences shall not result in limiting enrollment access
27 for pupils with disabilities, academically low-achieving pupils,
28 English learners, neglected or delinquent pupils, homeless pupils,
29 or pupils who are economically disadvantaged, as determined by
30 eligibility for any free or reduced-price meal program, foster youth,
31 or pupils based on nationality, race, ethnicity, or sexual orientation.

32 (iv) In accordance with Section 49011, preferences shall not
33 require mandatory parental volunteer hours as a criterion for
34 admission or continued enrollment.

35 (C) In the event of a drawing, the chartering authority shall
36 make reasonable efforts to accommodate the growth of the charter
37 school and shall not take any action to impede the charter school
38 from expanding enrollment to meet pupil demand.

39 (3) If a pupil is expelled or leaves the charter school without
40 graduating or completing the school year for any reason, the charter

1 school shall notify the superintendent of the school district of the
2 pupil's last known address within 30 days, and shall, upon request,
3 provide that school district with a copy of the cumulative record
4 of the pupil, including report cards or a transcript of grades, and
5 health information. If the pupil is subsequently expelled or leaves
6 the school district without graduating or completing the school
7 year for any reason, the school district shall provide this
8 information to the charter school within 30 days if the charter
9 school demonstrates that the pupil had been enrolled in the charter
10 school. This paragraph applies only to pupils subject to compulsory
11 full-time education pursuant to Section 48200.

12 (4) (A) A charter school shall not discourage a pupil from
13 enrolling or seeking to enroll in the charter school for any reason,
14 including, but not limited to, academic performance of the pupil
15 or because the pupil exhibits any of the characteristics described
16 in clause (iii) of subparagraph (B) of paragraph (2).

17 (B) A charter school shall not request a pupil's records or require
18 a parent, guardian, or pupil to submit the pupil's records to the
19 charter school before enrollment.

20 (C) A charter school shall not encourage a pupil currently
21 attending the charter school to disenroll from the charter school
22 or transfer to another school for any reason, including, but not
23 limited to, academic performance of the pupil or because the pupil
24 exhibits any of the characteristics described in clause (iii) of
25 subparagraph (B) of paragraph (2). This subparagraph shall not
26 apply to actions taken by a charter school pursuant to the
27 procedures described in subparagraph (J) of paragraph (5) of
28 subdivision (b).

29 (D) The department shall develop a notice of the requirements
30 of this paragraph. This notice shall be posted on a charter school's
31 internet website. A charter school shall provide a parent or
32 guardian, or a pupil if the pupil is 18 years of age or older, a copy
33 of this notice at all of the following times:

- 34 (i) When a parent, guardian, or pupil inquires about enrollment.
35 (ii) Before conducting an enrollment lottery.
36 (iii) Before disenrollment of a pupil.

37 (E) (i) A person who suspects that a charter school has violated
38 this paragraph may file a complaint with the chartering authority.

39 (ii) The department shall develop a template to be used for filing
40 complaints pursuant to clause (i).

1 (5) Notwithstanding any other law, a charter school in operation
2 as of July 1, 2019, that operates in partnership with the California
3 National Guard may dismiss a pupil from the charter school for
4 failing to maintain the minimum standards of conduct required by
5 the Military Department.

6 (e) The governing board of a school district shall not require an
7 employee of the school district to be employed in a charter school.

8 (f) The governing board of a school district shall not require a
9 pupil enrolled in the school district to attend a charter school.

10 (g) The governing board of a school district shall require that
11 the petitioner or petitioners provide information regarding the
12 proposed operation and potential effects of the charter school,
13 including, but not limited to, the facilities to be used by the charter
14 school, the manner in which administrative services of the charter
15 school are to be provided, and potential civil liability effects, if
16 any, upon the charter school and upon the school district. The
17 description of the facilities to be used by the charter school shall
18 specify where the charter school intends to locate. The petitioner
19 or petitioners also shall be required to provide financial statements
20 that include a proposed first-year operational budget, including
21 startup costs, and cashflow and financial projections for the first
22 three years of operation. *If the school is to be operated by, or as,*
23 *a nonprofit public benefit corporation, the petitioner shall provide*
24 *the names and relevant qualifications of all persons whom the*
25 *petitioner nominates to serve on the board of directors of the*
26 *charter school.*

27 (h) In reviewing petitions for the establishment of charter
28 schools within the school district, the governing board of the school
29 district shall give preference to petitions that demonstrate the
30 capability to provide comprehensive learning experiences to pupils
31 identified by the petitioner or petitioners as academically low
32 achieving pursuant to the standards established by the department
33 under Section 54032, as that section read before July 19, 2006.

34 (i) Upon the approval of the petition by the governing board of
35 the school district, the petitioner or petitioners shall provide written
36 notice of that approval, including a copy of the petition, to the
37 applicable county superintendent of schools, the department, and
38 the state board.

39 (j) (1) (A) If the governing board of a school district denies a
40 petition, the petitioner may elect to submit the petition for the

1 establishment of a charter school to the county board of education.
 2 The county board of education shall review the petition pursuant
 3 to subdivision (b). *If the petition submitted on appeal contains*
 4 *new or different material terms, the county board of education*
 5 *shall immediately remand the petition to the governing board of*
 6 *the school district for reconsideration, which shall grant or deny*
 7 *the petition within 30 days. If the governing board of the school*
 8 *district denies a petition after reconsideration, the petitioner may*
 9 *elect to resubmit the petition for the establishment of a charter*
 10 *school to the county board of education. If the petitioner elects to*
 11 *submit a petition for establishment of a charter school to the county*
 12 *board of education and the county board of education denies the*
 13 *petition, the petitioner may file a petition for establishment of a*
 14 *charter school with the state board, and the state board may approve*
 15 *the petition, in accordance with subdivision (b). A charter school*
 16 *that receives approval of its petition from a county board of*
 17 *education or from the state board on appeal shall be subject to the*
 18 *same requirements concerning geographic location to which it*
 19 *would otherwise be subject if it received approval from the school*
 20 *district to which it originally submitted its petition. A charter*
 21 *petition that is submitted to either a county board of education or*
 22 *to the state board shall meet all otherwise applicable petition*
 23 *requirements, including the identification of the proposed site or*
 24 *sites where the charter school will operate.*

25 (2) ~~In assuming its role as a chartering authority, the state board~~
 26 ~~shall develop criteria to be used for the review and approval of~~
 27 ~~charter school petitions presented to the state board. The criteria~~
 28 ~~shall address all elements required for charter approval, as~~
 29 ~~identified in subdivision (b), and shall define “reasonably~~
 30 ~~comprehensive,” as used in paragraph (5) of subdivision (b), in a~~
 31 ~~way that is consistent with the intent of this part. Upon satisfactory~~
 32 ~~completion of the criteria, the state board shall adopt the criteria~~
 33 ~~on or before June 30, 2001.~~

34 (3) ~~A charter school for which a charter is granted by either the~~
 35 ~~county board of education or the state board based on an appeal~~
 36 ~~pursuant to this subdivision shall qualify fully as a charter school~~
 37 ~~for all funding and other purposes of this part.~~

38 (4) ~~If either the county board of education or the state board~~
 39 ~~fails to act on a petition within 120 days of receipt, the decision~~

1 of the governing board of the school district to deny the petition
2 shall be subject to judicial review.

3 ~~(5) The state board shall adopt regulations implementing this~~
4 ~~subdivision.~~

5 ~~(6) Upon the approval of the petition by the county board of~~
6 ~~education, the petitioner or petitioners shall provide written notice~~
7 ~~of that approval, including a copy of the petition, to the department~~
8 ~~and the state board.~~

9 *(B) As used in this subdivision, “material terms” of the petition*
10 *means the signatures, affirmations, disclosures, documents, and*
11 *descriptions described in subdivisions (a), (b), and (g), but shall*
12 *not include administrative updates to the petition or related*
13 *documents due to changes in circumstances based on the passage*
14 *of time related to fiscal affairs, facilities arrangements, or state*
15 *law, or to reflect the county board of education as the chartering*
16 *authority.*

17 *(2) If the county board of education denies a petition, the*
18 *petitioner may appeal that denial to the state board.*

19 *(A) The petitioner shall submit the petition to the state board*
20 *within 30 days of a denial by the county board of education. The*
21 *petitioner shall include the findings and documentary record from*
22 *the governing board of the school district and the county board*
23 *of education and a written submission detailing, with specific*
24 *citations to the documentary record, how the governing board of*
25 *the school district or the county board of education, or both,*
26 *abused their discretion. The governing board of the school district*
27 *and county board of education shall prepare the documentary*
28 *record at the request of the petitioners. At the same time the*
29 *petition and supporting documentation is submitted to the state*
30 *board, the petitioner may also provide a copy of the petition and*
31 *supporting documentation to the adverse party.*

32 *(B) If the appeal contains new or different material terms, the*
33 *state board shall immediately remand the petition to the county*
34 *board of education for reconsideration.*

35 *(C) Within 15 days of receipt of the appeal submitted to the*
36 *state board, the governing board of the school district or county*
37 *board of education may submit a written opposition to the state*
38 *board detailing, with specific citations to the documentary record,*
39 *how the governing board of the school district or the county board*
40 *of education did not abuse its discretion in denying the petition.*

1 *The governing board of the school district or the county board of*
2 *education may submit supporting documentation or evidence that*
3 *was considered by the governing board of the school district or*
4 *the county board of education.*

5 *(D) The state board’s Advisory Commission on Charter Schools*
6 *shall hold a public hearing to review the appeal and documentary*
7 *record. Based on its review, the Advisory Commission on Charter*
8 *Schools may submit a recommendation to the state board whether*
9 *there is sufficient evidence to hear the appeal or to summarily*
10 *deny review of the appeal based on the documentary record.*

11 *(E) Based on the recommendation of the Advisory Commission*
12 *on Charter Schools, the state board shall either hear the appeal,*
13 *or ratify the decision of the county board of education by*
14 *summarily denying review of the appeal based on the documentary*
15 *record. If the state board hears the appeal, the state board may*
16 *reverse the determination of the county board of education upon*
17 *a determination that there was an abuse of discretion within the*
18 *meaning of Section 1094.5 of the Code of Civil Procedure. If the*
19 *denial of a charter petition is reversed by the state board, the*
20 *county board of education shall become the chartering authority.*

21 *(3) A charter school for which a charter is granted by either*
22 *the county board of education or the state board based on an*
23 *appeal pursuant to this subdivision shall qualify fully as a charter*
24 *school for all funding and other purposes of this part.*

25 *(4) A charter school that receives approval of its petition from*
26 *a county board of education or from the state board on appeal*
27 *shall be subject to the same requirements concerning geographic*
28 *location to which it would otherwise be subject if it received*
29 *approval from the chartering authority to which it originally*
30 *submitted its petition. A charter petition that is submitted to either*
31 *a county board of education or to the state board shall meet all*
32 *otherwise applicable petition requirements, including the*
33 *identification of the proposed site or sites where the charter school*
34 *will operate.*

35 *(5) Upon the approval of the petition by the county board of*
36 *education, the petition or petitioners shall provide written notice*
37 *of that approval, including a copy of the petition, to the department.*

38 *(k) (1) The state board ~~may, by mutual agreement,~~ shall*
39 *designate its supervisory and oversight responsibilities for a*
40 *charter school approved by the state board to any local educational*

1 agency in the county in which the charter school is located or to
2 the governing board of the school district that first denied the
3 petition.

4 (2) The designated local educational agency shall have all
5 monitoring and supervising authority of a chartering authority,
6 including, but not limited to, powers and duties set forth in Section
7 47607, ~~except the power of revocation, which shall remain with~~
8 ~~the state board.~~ 47607.

9 (3) A charter school that is granted its charter through an appeal
10 to the state board and elects to seek renewal of its charter shall,
11 before expiration of the charter, submit its petition for renewal to
12 the governing board of the school district that initially denied the
13 charter. If the governing board of the school district denies the
14 charter school's petition for renewal, the charter school may
15 petition the state board for renewal of its charter.

16 (l) (1) Teachers in charter schools shall hold a Commission on
17 Teacher Credentialing certificate, permit, or other document
18 ~~equivalent to that which a teacher in other public schools would~~
19 ~~be required to hold.~~ *required for the teacher's certificated*
20 *assignment.* These documents shall be maintained on file at the
21 charter school and are subject to periodic inspection by the
22 chartering authority. *A teacher employed at a charter school shall*
23 *be deemed to satisfy this requirement if that teacher holds a*
24 *certificate of clearance, or other document subsequently*
25 *established by the Commission on Teacher Credentialing for this*
26 *purpose, and does not teach a course in English, mathematics,*
27 *science, or social science, or in a setting that would require a*
28 *teacher in other public schools to hold a multiple subject credential*
29 *or education specialist instruction credential.*

30 (2) *This section shall not apply to a teacher employed by a*
31 *charter school before January 1, 2020, assigned to teach a*
32 *noncore, noncollege preparatory course. Charter schools shall be*
33 *eligible for the same relief as school districts to address certificated*
34 *teacher shortages. The Commission on Teacher Credentialing*
35 *shall develop a certificate of clearance or other equivalent*
36 *document for noncore, noncollege preparatory courses in charter*
37 *schools.*

38 (m) A charter school shall transmit a copy of its annual,
39 independent financial audit report for the preceding fiscal year, as
40 described in subparagraph (I) of paragraph (5) of subdivision (b),

1 to its chartering authority, the Controller, the county superintendent
 2 of schools of the county in which the charter school is sited, unless
 3 the county board of education of the county in which the charter
 4 school is sited is the chartering authority, and the department by
 5 December 15 of each year. This subdivision does not apply if the
 6 audit of the charter school is encompassed in the audit of the
 7 chartering authority pursuant to Section 41020.

8 (n) A charter school may encourage parental involvement, but
 9 shall notify the parents and guardians of applicant pupils and
 10 currently enrolled pupils that parental involvement is not a
 11 requirement for acceptance to, or continued enrollment at, the
 12 charter school.

13 (o) *The requirements of this section shall not be waived by the*
 14 *state board pursuant to Section 33050 or any other law.*

15 *SEC. 3. Section 47605.6 of the Education Code is amended to*
 16 *read:*

17 47605.6. (a) (1) In addition to the authority provided by
 18 Section 47605.5, a county board of education may also approve a
 19 petition for the operation of a charter school that operates at one
 20 or more sites within the geographic boundaries of the county and
 21 that provides instructional services that are not generally provided
 22 by a county office of education. A county board of education may
 23 approve a countywide charter only if it finds, in addition to the
 24 other requirements of this section, that the educational services to
 25 be provided by the charter school will offer services to a pupil
 26 population that will benefit from those services and that cannot be
 27 served as well by a charter school that operates in only one school
 28 district in the county. A petition for the establishment of a
 29 countywide charter school pursuant to this subdivision may be
 30 circulated throughout the county by any one or more persons
 31 seeking to establish the charter school. The petition may be
 32 submitted to the county board of education for review after either
 33 of the following conditions is met:

34 (A) The petition is signed by a number of parents or guardians
 35 of pupils residing within the county that is equivalent to at least
 36 one-half of the number of pupils that the charter school estimates
 37 will enroll in the school for its first year of operation and each of
 38 the school districts where the charter school petitioner proposes
 39 to operate a facility has received at least 30 days' notice of the

1 petitioner’s intent to operate a charter school pursuant to this
2 section.

3 (B) The petition is signed by a number of teachers that is
4 equivalent to at least one-half of the number of teachers that the
5 charter school estimates will be employed at the school during its
6 first year of operation and each of the school districts where the
7 charter school petitioner proposes to operate a facility has received
8 at least 30 days’ notice of the petitioner’s intent to operate a charter
9 school pursuant to this section.

10 (2) An existing public school shall not be converted to a charter
11 school in accordance with this section.

12 (3) After receiving approval of its petition, a charter school that
13 proposes to establish operations at additional sites within the
14 geographic boundaries of the county board of education shall notify
15 the school districts where those sites will be located. The charter
16 school shall also request a material revision of its charter by the
17 county board of education that approved its charter and the county
18 board of education shall consider whether to approve those
19 additional locations at an open, public meeting, held no sooner
20 than 30 days following notification of the school districts where
21 the sites will be located. If approved, the location of the approved
22 sites shall be a material revision of the charter school’s approved
23 charter.

24 (4) A petition shall include a prominent statement indicating
25 that a signature on the petition means that the parent or guardian
26 is meaningfully interested in having their child or ward attend the
27 charter school, or in the case of a teacher’s signature, means that
28 the teacher is meaningfully interested in teaching at the charter
29 school. The proposed charter shall be attached to the petition.

30 (b) No later than 60 days after receiving a petition, in accordance
31 with subdivision (a), the county board of education shall hold a
32 public hearing on the provisions of the charter, at which time the
33 county board of education shall consider the level of support for
34 the petition by teachers, parents or guardians, and the school
35 districts where the charter school petitioner proposes to place
36 school facilities. Following review of the petition and the public
37 hearing, the county board of education shall either grant or deny
38 the charter within 90 days of receipt of the petition. However, this
39 date may be extended by an additional 30 days if both parties agree
40 to the extension. A county board of education may impose any

1 additional requirements beyond those required by this section that
 2 it considers necessary for the sound operation of a countywide
 3 charter school. A county board of education may grant a charter
 4 for the operation of a charter school under this part only if it is
 5 satisfied that granting the charter is consistent with sound
 6 educational practice and that the charter school has reasonable
 7 justification for why it could not be established by petition to a
 8 school district pursuant to Section 47605. The county board of
 9 education shall deny a petition for the establishment of a charter
 10 school if it finds one or more of the following:

11 (1) The charter school presents an unsound educational program
 12 for the pupils to be enrolled in the charter school.

13 (2) The petitioners are demonstrably unlikely to successfully
 14 implement the program set forth in the petition.

15 (3) The petition does not contain the number of signatures
 16 required by subdivision (a).

17 (4) The petition does not contain an affirmation of each of the
 18 conditions described in subdivision (e).

19 (5) The petition does not contain reasonably comprehensive
 20 descriptions of all of the following:

21 (A) (i) The educational program of the charter school, designed,
 22 among other things, to identify those pupils whom the charter
 23 school is attempting to educate, what it means to be an “educated
 24 person” in the 21st century, and how learning best occurs. The
 25 goals identified in that program shall include the objective of
 26 enabling pupils to become self-motivated, competent, and lifelong
 27 learners.

28 (ii) The annual goals for the charter school for all pupils and
 29 for each subgroup of pupils identified pursuant to Section 52052,
 30 to be achieved in the state priorities, as described in ~~paragraphs~~
 31 ~~(2) to (8), inclusive,~~ of subdivision (d) of Section 52060, that apply
 32 for the grade levels ~~served~~ *served, or the nature of the program*
 33 *operated*, by the charter school, and specific annual actions to
 34 achieve those goals. A charter petition may identify additional
 35 school priorities, the goals for the school priorities, and the specific
 36 annual actions to achieve those goals.

37 (iii) If the proposed charter school will enroll high school pupils,
 38 the manner in which the charter school will inform parents
 39 regarding the transferability of courses to other public high schools.
 40 Courses offered by the charter school that are accredited by the

1 Western Association of Schools and Colleges may be considered
2 to be transferable to other public high schools.

3 (iv) If the proposed charter school will enroll high school pupils,
4 information as to the manner in which the charter school will
5 inform parents as to whether each individual course offered by the
6 charter school meets college entrance requirements. Courses
7 approved by the University of California or the California State
8 University as satisfying their prerequisites for admission may be
9 considered as meeting college entrance requirements for purposes
10 of this clause.

11 (B) The measurable pupil outcomes identified for use by the
12 charter school. "Pupil outcomes," for purposes of this part, means
13 the extent to which all pupils of the charter school demonstrate
14 that they have attained the skills, knowledge, and aptitudes
15 specified as goals in the charter school's educational program.
16 Pupil outcomes shall include outcomes that address increases in
17 pupil academic achievement both schoolwide and for all groups
18 of pupils served by the charter school, as that term is defined in
19 subparagraph (B) of paragraph (3) of subdivision (a) of Section
20 47607. The pupil outcomes shall align with the state priorities, as
21 described in ~~paragraphs (2) to (8), inclusive, of~~ subdivision (d) of
22 Section 52060, that apply for the grade levels ~~served, or~~
23 *the nature of the program operated*, by the charter school.

24 (C) The method by which pupil progress in meeting those pupil
25 outcomes is to be measured. To the extent practicable, the method
26 for measuring pupil outcomes for state priorities shall be consistent
27 with the way information is reported on a school accountability
28 report card.

29 (D) The location of each charter school facility that the petitioner
30 proposes to operate.

31 (E) The governance structure of the charter school, including,
32 but not limited to, the process to be followed by the charter school
33 to ensure parental involvement.

34 (F) The qualifications to be met by individuals to be employed
35 by the charter school.

36 (G) The procedures that the charter school will follow to ensure
37 the health and safety of pupils and staff. These procedures shall
38 require all of the following:

- 1 (i) That each employee of the charter school furnish the charter
- 2 school with a criminal record summary as described in Section
- 3 44237.
- 4 (ii) The development of a school safety plan, which shall include
- 5 the safety topics listed in subparagraphs (A) to (H), inclusive, of
- 6 paragraph (2) of subdivision (a) of Section 32282 and procedures
- 7 for conducting tactical responses to criminal incidents.
- 8 (iii) That the school safety plan be reviewed and updated by
- 9 March 1 of every year by the charter school.
- 10 (H) The means by which the charter school will achieve a racial
- 11 and ethnic balance among its pupils that is reflective of the general
- 12 population residing within the territorial jurisdiction of the county
- 13 board of education to which the charter petition is submitted.
- 14 (I) The manner in which annual, independent financial audits
- 15 shall be conducted, in accordance with regulations established by
- 16 the state board, and the manner in which audit exceptions and
- 17 deficiencies shall be resolved.
- 18 (J) The procedures by which pupils can be suspended or expelled
- 19 from the charter school for disciplinary reasons or otherwise
- 20 involuntarily removed from the charter school for any reason.
- 21 These procedures, at a minimum, shall include an explanation of
- 22 how the charter school will comply with federal and state
- 23 constitutional procedural and substantive due process requirements
- 24 that is consistent with all of the following:
- 25 (i) For suspensions of fewer than 10 days, provide oral or written
- 26 notice of the charges against the pupil and, if the pupil denies the
- 27 charges, an explanation of the evidence that supports the charges
- 28 and an opportunity for the pupil to present the pupil’s side of the
- 29 story.
- 30 (ii) For suspensions of 10 days or more and all other expulsions
- 31 for disciplinary reasons, both of the following:
- 32 (I) Provide timely, written notice of the charges against the pupil
- 33 and an explanation of the pupil’s basic rights.
- 34 (II) Provide a hearing adjudicated by a neutral officer within a
- 35 reasonable number of days at which the pupil has a fair opportunity
- 36 to present testimony, evidence, and witnesses and confront and
- 37 cross-examine adverse witnesses, and at which the pupil has the
- 38 right to bring legal counsel or an advocate.
- 39 (iii) Contain a clear statement that no pupil shall be involuntarily
- 40 removed by the charter school for any reason unless the parent or

1 guardian of the pupil has been provided written notice of intent to
2 remove the pupil no less than five schooldays before the effective
3 date of the action. The written notice shall be in the native language
4 of the pupil or the pupil’s parent or guardian or, if the pupil is a
5 foster child or youth or a homeless child or youth, the pupil’s
6 educational rights holder, and shall inform the pupil, the pupil’s
7 parent or guardian, or the pupil’s educational rights holder of the
8 right to initiate the procedures specified in clause (ii) before the
9 effective date of the action. If the pupil’s parent, guardian, or
10 educational rights holder initiates the procedures specified in clause
11 (ii), the pupil shall remain enrolled and shall not be removed until
12 the charter school issues a final decision. For purposes of this
13 clause, “involuntarily removed” includes disenrolled, dismissed,
14 transferred, or terminated, but does not include suspensions
15 specified in clauses (i) and (ii).

16 (K) The manner by which staff members of the charter school
17 will be covered by the State Teachers’ Retirement System, the
18 Public Employees’ Retirement System, or federal social security.

19 (L) The procedures to be followed by the charter school and the
20 county board of education to resolve disputes relating to provisions
21 of the charter.

22 (M) Admission policy and procedures, consistent with
23 subdivision (e).

24 (N) The public school attendance alternatives for pupils residing
25 within the county who choose not to attend the charter school.

26 (O) The rights of an employee of the county office of education,
27 upon leaving the employment of the county office of education,
28 to be employed by the charter school, and any rights of return to
29 the county office of education that an employee may have upon
30 leaving the employment of the charter school.

31 (P) The procedures to be used if the charter school closes. The
32 procedures shall ensure a final audit of the charter school to
33 determine the disposition of all assets and liabilities of the charter
34 school, including plans for disposing of any net assets and for the
35 maintenance and transfer of public records.

36 (6) A declaration of whether or not the charter school shall be
37 deemed the exclusive public school employer of the employees of
38 the charter school for purposes of the Educational Employment
39 Relations Act (Chapter 10.7 (commencing with Section 3540) of
40 Division 4 of Title 1 of the Government Code).

1 (7) Any other basis that the county board of education finds
2 justifies the denial of the petition.

3 (c) A county board of education that approves a petition for the
4 operation of a countywide charter may, as a condition of charter
5 approval, enter into an agreement with a third party, at the expense
6 of the charter school, to oversee, monitor, and report to the county
7 board of education on the operations of the charter school. The
8 county board of education may prescribe the aspects of the charter
9 school’s operations to be monitored by the third party and may
10 prescribe appropriate requirements regarding the reporting of
11 information concerning the operations of the charter school to the
12 county board of education.

13 (d) (1) Charter schools shall meet all statewide standards and
14 conduct the pupil assessments required pursuant to Section 60605
15 and any other statewide standards authorized in statute or pupil
16 assessments applicable to pupils in noncharter public schools.

17 (2) Charter schools shall on a regular basis consult with their
18 parents and teachers regarding the charter school’s educational
19 programs.

20 (e) (1) In addition to any other requirement imposed under this
21 part, a charter school shall be nonsectarian in its programs,
22 admission policies, employment practices, and all other operations,
23 shall not charge tuition, and shall not discriminate against any
24 pupil on the basis of ethnicity, national origin, gender, gender
25 identity, gender expression, or disability. Except as provided in
26 paragraph (2), admission to a charter school shall not be determined
27 according to the place of residence of the pupil, or of the pupil’s
28 parent or guardian, within this state.

29 (2) (A) A charter school shall admit all pupils who wish to
30 attend the charter school.

31 (B) If the number of pupils who wish to attend the charter school
32 exceeds the charter school’s capacity, attendance, except for
33 existing pupils of the charter school, shall be determined by a
34 public random drawing. Preference shall be extended to pupils
35 currently attending the charter school and pupils who reside in the
36 county except as provided for in Section 47614.5. Preferences,
37 including, but not limited to, siblings of pupils admitted or
38 attending the charter school and children of the charter school’s
39 teachers, staff, and founders identified in the initial charter, may
40 also be permitted by the chartering authority on an individual

1 charter school basis. Priority order for any preference shall be
2 determined in the charter petition in accordance with all of the
3 following:

4 (i) Each type of preference shall be approved by the chartering
5 authority at a public hearing.

6 (ii) Preferences shall be consistent with federal law, the
7 California Constitution, and Section 200.

8 (iii) Preferences shall not result in limiting enrollment access
9 for pupils with disabilities, academically low-achieving pupils,
10 English learners, neglected or delinquent pupils, homeless pupils,
11 or pupils who are economically disadvantaged, as determined by
12 eligibility for any free or reduced-price meal program, foster youth,
13 or pupils based on nationality, race, ethnicity, or sexual orientation.

14 (iv) In accordance with Section 49011, preferences shall not
15 require mandatory parental volunteer hours as a criterion for
16 admission or continued enrollment.

17 (C) In the event of a drawing, the county board of education
18 shall make reasonable efforts to accommodate the growth of the
19 charter school and in no event shall take any action to impede the
20 charter school from expanding enrollment to meet pupil demand.

21 (3) If a pupil is expelled or leaves the charter school without
22 graduating or completing the school year for any reason, the charter
23 school shall notify the superintendent of the school district of the
24 pupil's last known address within 30 days and shall, upon request,
25 provide that school district with a copy of the cumulative record
26 of the pupil, including report cards or a transcript of grades, and
27 health information. If the pupil is subsequently expelled or leaves
28 the school district without graduating or completing the school
29 year for any reason, the school district shall provide this
30 information to the charter school within 30 days if the charter
31 school demonstrates that the pupil had been enrolled in the charter
32 school. This paragraph applies only to pupils subject to compulsory
33 full-time education pursuant to Section 48200.

34 (4) (A) A charter school shall not discourage a pupil from
35 enrolling or seeking to enroll in the charter school for any reason,
36 including, but not limited to, academic performance of the pupil
37 or because the pupil exhibits any of the characteristics described
38 in clause (iii) of subparagraph (B) of paragraph (2).

1 (B) A charter school shall not request a pupil’s records or require
2 a parent, guardian, or pupil to submit the pupil’s records to the
3 charter school before enrollment.

4 (C) A charter school shall not encourage a pupil currently
5 attending the charter school to disenroll from the charter school
6 or transfer to another school for any reason, including, but not
7 limited to, academic performance of the pupil or because the pupil
8 exhibits any of the characteristics described in clause (iii) of
9 subparagraph (B) of paragraph (2). This subparagraph shall not
10 apply to actions taken by a charter school pursuant to the
11 procedures described in subparagraph (J) of paragraph (5) of
12 subdivision (b).

13 (D) The department shall develop a notice of the requirements
14 of this paragraph. This notice shall be posted on a charter school’s
15 internet website. A charter school shall provide a parent or
16 guardian, or a pupil if the pupil is 18 years of age or older, a copy
17 of this notice at all of the following times:

- 18 (i) When a parent, guardian, or pupil inquires about enrollment.
- 19 (ii) Before conducting an enrollment lottery.
- 20 (iii) Before disenrollment of a pupil.

21 (E) (i) A person who suspects that a charter school has violated
22 this paragraph may file a complaint with the chartering authority.

23 (ii) The department shall develop a template to be used for filing
24 complaints pursuant to clause (i).

25 (5) Notwithstanding any other law, a charter school in operation
26 as of July 1, 2019, that operates in partnership with the California
27 National Guard may dismiss a pupil from the charter school for
28 failing to maintain the minimum standards of conduct required by
29 the Military Department.

30 (f) The county board of education shall not require an employee
31 of the county or a school district to be employed in a charter school.

32 (g) The county board of education shall not require a pupil
33 enrolled in a county program to attend a charter school.

34 (h) The county board of education shall require that the
35 petitioner or petitioners provide information regarding the proposed
36 operation and potential effects of the charter school, including, but
37 not limited to, the facilities to be used by the charter school, the
38 manner in which administrative services of the charter school are
39 to be provided, and potential civil liability effects, if any, upon the
40 charter school, any school district where the charter school may

1 operate, and upon the county board of education. The petitioner
2 or petitioners shall also be required to provide financial statements
3 that include a proposed first-year operational budget, including
4 startup costs, and cashflow and financial projections for the first
5 three years of operation.

6 (i) In reviewing petitions for the establishment of charter schools
7 within the county, the county board of education shall give
8 preference to petitions that demonstrate the capability to provide
9 comprehensive learning experiences to pupils identified by the
10 petitioner or petitioners as academically low achieving pursuant
11 to the standards established by the department under Section 54032,
12 as that section read before July 19, 2006.

13 (j) Upon the approval of the petition by the county board of
14 education, the petitioner or petitioners shall provide written notice
15 of that approval, including a copy of the petition, to the school
16 districts within the county, the Superintendent, and the state board.

17 (k) If a county board of education denies a petition, the petitioner
18 shall not elect to submit the petition for the establishment of the
19 charter school to the state board.

20 (l) (1) Teachers in charter schools shall be required to hold a
21 Commission on Teacher Credentialing certificate, permit, or other
22 document equivalent to that which a teacher in other public schools
23 ~~would be required to hold.~~ *required for the teacher's certificated*
24 *assignment.* These documents shall be maintained on file at the
25 charter school and shall be subject to periodic inspection by the
26 chartering authority. *A teacher employed at a charter school shall*
27 *be deemed to satisfy this requirement if that teacher holds a*
28 *certificate of clearance, or other document subsequently*
29 *established by the Commission on Teacher Credentialing for this*
30 *purpose, and does not teach a course in English, mathematics,*
31 *science, or social science, or in a setting that would require a*
32 *teacher in other public schools to hold a multiple subject credential*
33 *or education specialist instruction credential.*

34 (2) *This section shall not apply to a teacher employed by a*
35 *charter school before January 1, 2020, assigned to teach a*
36 *noncore, noncollege preparatory course. Charter schools shall be*
37 *eligible for the same relief as school districts to address certificated*
38 *teacher shortages. The Commission on Teacher Credentialing*
39 *shall develop a certificate of clearance or other equivalent*

1 *document for noncore, noncollege preparatory courses in charter*
2 *schools.*

3 (m) A charter school shall transmit a copy of its annual,
4 independent, financial audit report for the preceding fiscal year,
5 as described in subparagraph (I) of paragraph (5) of subdivision
6 (b), to the county office of education, the Controller, and the
7 department by December 15 of each year. This subdivision does
8 not apply if the audit of the charter school is encompassed in the
9 audit of the chartering entity pursuant to Section 41020.

10 (n) A charter school may encourage parental involvement but
11 shall notify the parents and guardians of applicant pupils and
12 currently enrolled pupils that parental involvement is not a
13 requirement for acceptance to, or continued enrollment at, the
14 charter school.

15 (o) *The requirements of this section shall not be waived by the*
16 *state board pursuant to Section 33050 or any other law.*

17 ~~SEC. 5.~~

18 *SEC. 4.* Section 47605.8 of the Education Code is repealed.

19 ~~SEC. 6.~~

20 *SEC. 5.* Section 47605.9 is added to the Education Code, to
21 read:

22 47605.9. (a) A petition to establish a charter school under this
23 part may be submitted only to the governing board of the school
24 district or county office of education within the boundaries of
25 which the charter school proposes to locate.

26 (b) A charter school operating under a charter approved by the
27 state board pursuant to Section 47605 or 47605.8, as those sections
28 read on January 1, 2019, may continue to operate under the
29 authority of that chartering authority only until the date on which
30 the charter is up for renewal, at which point the charter school
31 shall submit a petition for renewal to the governing board of the
32 school district within the boundaries of which the charter school
33 is located.

34 (c) A charter school operating under a charter approved by a
35 county board of education pursuant to Section 47605, 47605.5 or
36 47605.6, as those sections read on January 1, 2019, may continue
37 to operate under the authority of that chartering authority and may
38 submit a petition for renewal to that chartering authority or the
39 governing board of the school district within the boundaries of
40 which the charter school is located.

1 (d) The requirements of this section shall not be waived by the
2 state board pursuant to Section 33050 or any other law.

3 ~~SEC. 7.~~

4 ~~SEC. 6.~~ Section 47607 of the Education Code is amended to
5 read:

6 47607. (a) (1) A charter may be granted *pursuant to Sections*
7 *47605, 47605.5, and 47606* for a period not to exceed ~~five years;~~
8 ~~and may be granted one or more subsequent renewals by the~~
9 ~~chartering authority for a period of between two and five years for~~
10 ~~each renewal. If a charter school has been identified for technical~~
11 ~~assistance from the chartering authority, the charter school shall~~
12 ~~be renewed for less than five years. A material revision of the~~
13 ~~provisions of a charter petition may be made only with the approval~~
14 ~~of the chartering authority. The chartering authority may inspect~~
15 ~~or observe any part of the charter school at any time.~~ *five years.*

16 (2) *A chartering authority may grant one or more subsequent*
17 *renewals pursuant to subdivision (c).*

18 (3) *A material revision of the provisions of a charter petition*
19 *may be made only with the approval of the chartering authority.*

20 (4) *The findings of paragraphs (7) and (8) of subdivision (b) of*
21 *Section 47605 shall not be used to deny a renewal of charter school*
22 *that provided educational services to pupils before July 1, 2019.*

23 (5) *The chartering authority may inspect or observe any part*
24 *of the charter school at any time.*

25 ~~(2)~~

26 (b) Renewals and material revisions of charters are governed
27 by the standards and criteria in Section 47605, and shall include,
28 but not be limited to, a reasonably comprehensive description of
29 any new requirement of charter schools enacted into law after the
30 charter was originally granted or last renewed. ~~The chartering~~
31 ~~authority shall consider during renewal whether the charter school~~
32 ~~maintains sound management of its business and financial~~
33 ~~operations, and whether the school is expected to meet its financial~~
34 ~~obligations for the current and two subsequent fiscal years.~~

35 (3) ~~For purposes of this section, “all groups of pupils served by~~
36 ~~the charter school” means a numerically significant pupil subgroup,~~
37 ~~as defined by paragraph (3) of subdivision (a) of Section 52052,~~
38 ~~served by the charter school.~~

39 (b) ~~Commencing on January 1, 2005, or after a charter school~~
40 ~~has been in operation for four years, whichever date occurs later,~~

1 a charter school shall meet at least one of the following criteria
2 before receiving a charter renewal pursuant to paragraph (1) of
3 subdivision (a):

4 (1) ~~Attained its Academic Performance Index (API) growth~~
5 ~~target in the prior year or in two of the last three years both~~
6 ~~schoolwide and for all groups of pupils served by the charter~~
7 ~~school.~~

8 (2) ~~Ranked in deciles 4 to 10, inclusive, on the API in the prior~~
9 ~~year or in two of the last three years.~~

10 (3) ~~Ranked in deciles 4 to 10, inclusive, on the API for a~~
11 ~~demographically comparable school in the prior year or in two of~~
12 ~~the last three years.~~

13 (4) (A) ~~The chartering authority determines that the academic~~
14 ~~performance of the charter school is at least equal to the academic~~
15 ~~performance of the public schools that the charter school pupils~~
16 ~~would otherwise have been required to attend, as well as the~~
17 ~~academic performance of the schools in the school district in which~~
18 ~~the charter school is located, taking into account the composition~~
19 ~~of the pupil population that is served at the charter school.~~

20 (B) ~~The determination made pursuant to this paragraph shall be~~
21 ~~based upon all of the following:~~

22 (i) ~~Documented and clear and convincing data.~~

23 (ii) ~~Pupil achievement data from assessments, including, but~~
24 ~~not limited to, the Standardized Testing and Reporting Program~~
25 ~~established by Article 4 (commencing with Section 60640) of~~
26 ~~Chapter 5 of Part 33 for demographically similar pupil populations~~
27 ~~in the comparison schools.~~

28 (iii) ~~Information submitted by the charter school.~~

29 (C) ~~A chartering authority shall submit to the Superintendent~~
30 ~~copies of supporting documentation and a written summary of the~~
31 ~~basis for any determination made pursuant to this paragraph. The~~
32 ~~Superintendent shall review the materials and make~~
33 ~~recommendations to the chartering authority based on that review.~~
34 ~~The review may be the basis for a recommendation made pursuant~~
35 ~~to Section 47604.5.~~

36 (D) ~~A charter renewal may not be granted to a charter school~~
37 ~~prior to 30 days after that charter school submits materials pursuant~~
38 ~~to this paragraph.~~

39 (5) ~~Qualified for an alternative accountability system pursuant~~
40 ~~to subdivision (h) of Section 52052.~~

1 ~~(e) Notwithstanding any other law, the following shall apply to~~
2 ~~charter schools:~~

3 ~~(1) The evaluation rubrics and performance criteria adopted by~~
4 ~~the state board pursuant to Section 52064.5 shall be applied equally~~
5 ~~to both school districts and charter schools.~~

6 ~~(2) If the governing body of a charter school requests technical~~
7 ~~assistance, the chartering authority shall provide technical~~
8 ~~assistance consistent with subparagraph (A) or (B) of paragraph~~
9 ~~(4). If a charter school has not been identified for technical~~
10 ~~assistance pursuant to paragraph (4) and if the service requested~~
11 ~~creates an unreasonable or untenable cost burden for the chartering~~
12 ~~authority, the chartering authority may assess the charter school a~~
13 ~~fee not to exceed the cost of the service.~~

14 ~~(3) If a chartering authority does not approve a local control~~
15 ~~and accountability plan or annual update to the local control and~~
16 ~~accountability plan approved by a governing body of a charter~~
17 ~~school, the chartering authority shall provide technical assistance~~
18 ~~focused on revising the local control and accountability plan or~~
19 ~~annual update so that it can be approved.~~

20 ~~(4) For any charter school for which one or more pupil~~
21 ~~subgroups identified pursuant to Section 52052 meets the criteria~~
22 ~~established pursuant to subdivision (g) of Section 52064.5, the~~
23 ~~chartering authority shall provide technical assistance focused on~~
24 ~~building the charter school's capacity to develop and implement~~
25 ~~actions and services responsive to pupil and community needs,~~
26 ~~including, but not limited to, any of the following:~~

27 ~~(A) Assisting the charter school to identify its strengths and~~
28 ~~weaknesses in regard to the state priorities described in subdivision~~
29 ~~(d) of Section 52060. This shall include working collaboratively~~
30 ~~with the charter school to review performance data on the state~~
31 ~~and local indicators included in the California School Dashboard~~
32 ~~authorized by subdivision (f) of Section 52064.5 and other relevant~~
33 ~~local data, and to identify effective, evidence-based programs or~~
34 ~~practices that address any areas of weakness.~~

35 ~~(B) Working collaboratively with the charter school to secure~~
36 ~~assistance from an academic, programmatic, or fiscal expert or~~
37 ~~team of experts to identify and implement effective programs and~~
38 ~~practices that are designed to improve performance in any areas~~
39 ~~of weakness identified by the charter school. The chartering~~
40 ~~authority, in consultation with the charter school, may solicit~~

1 another service provider, which may include, but is not limited to,
2 a school district, county office of education, or charter school, to
3 act as a partner to the charter school in need of technical assistance.

4 ~~(C) Obtaining from the charter school timely documentation~~
5 ~~demonstrating that it has completed the activities described in~~
6 ~~subparagraphs (A) and (B), or substantially similar activities, or~~
7 ~~has selected another service provider pursuant to paragraph (7) to~~
8 ~~work with the charter school to complete the activities described~~
9 ~~in subparagraphs (A) and (B), or substantially similar activities,~~
10 ~~and ongoing communication with the charter school to assess the~~
11 ~~charter school's progress in improving pupil outcomes.~~

12 ~~(D) Requesting that the California Collaborative for Educational~~
13 ~~Excellence provide advice and assistance to the charter school,~~
14 ~~pursuant to subdivision (g) of Section 52074.~~

15 ~~(5) Upon request of a chartering authority or a charter school,~~
16 ~~a geographic lead agency identified pursuant to Section 52073~~
17 ~~may provide technical assistance pursuant to paragraph (4). A~~
18 ~~geographic lead agency identified pursuant to Section 52073 may~~
19 ~~request that another geographic lead agency, an expert lead agency~~
20 ~~identified pursuant to Section 52073.1, a special education resource~~
21 ~~lead identified pursuant to Section 52073.2, or the California~~
22 ~~Collaborative for Educational Excellence provide the assistance~~
23 ~~described in this subdivision.~~

24 ~~(6) A charter school shall accept the technical assistance~~
25 ~~provided by the chartering authority pursuant to paragraphs (3)~~
26 ~~and (4). For purposes of accepting technical assistance provided~~
27 ~~by the chartering authority pursuant to paragraph (4), a charter~~
28 ~~school may satisfy this requirement by providing the timely~~
29 ~~documentation to, and maintaining regular communication with,~~
30 ~~the chartering authority as specified in subparagraph (C) of~~
31 ~~paragraph (4).~~

32 ~~(7) This section shall not preclude a charter school from~~
33 ~~soliciting technical assistance from entities other than the chartering~~
34 ~~authority at its own cost.~~

35 ~~(d) The Superintendent shall make recommendations to the~~
36 ~~Legislature, including the appropriate policy committees in the~~
37 ~~Assembly and the Senate, by September 1, 2020, regarding charter~~
38 ~~school student academic achievement criteria that shall prohibit a~~
39 ~~charter school from being renewed, charter school student academic~~
40 ~~achievement criteria that may warrant a charter school not to be~~

1 ~~renewed, and charter school student academic criteria that may~~
2 ~~warrant charter revocation.~~

3 (c) (1) *As an additional criterion for determining whether to*
4 *grant a charter renewal, the chartering authority shall consider*
5 *the performance of the charter school on the state and local*
6 *indicators included in the evaluation rubrics adopted pursuant to*
7 *Section 52064.5. Notwithstanding any provision of this subdivision,*
8 *the chartering authority may deny renewal for a charter upon a*
9 *finding that the charter is demonstrably unlikely to successfully*
10 *implement the program set forth in the petition due to fiscal or*
11 *governance issues.*

12 (2) (A) *The chartering authority shall not deny renewal for a*
13 *charter school pursuant to this subdivision if both of the following*
14 *apply:*

15 (i) *The charter school has received, for two consecutive years*
16 *immediately preceding the renewal decision, the two highest*
17 *performance levels on all the state indicators included in the*
18 *evaluation rubrics adopted pursuant to Section 52064.5 for which*
19 *it receives performance levels.*

20 (ii) *The chartering authority does not make an adverse finding*
21 *pursuant to paragraph (4) of subdivision (d).*

22 (B) *The chartering authority that granted the charter may renew*
23 *a charter pursuant to this paragraph for a period of between five*
24 *and seven years.*

25 (C) *Notwithstanding subdivision (b), a charter that satisfies the*
26 *criteria in subparagraph (A) shall only be required to update the*
27 *petition to include a reasonably comprehensive description of any*
28 *new requirement of charter schools enacted into law after the*
29 *charter was originally granted or last renewed and as necessary*
30 *to reflect the current program offered by the charter.*

31 (D) *Notwithstanding subdivision (b), the chartering authority*
32 *may deny renewal for a charter that satisfies the criteria in*
33 *subparagraph (A) only upon a finding that the charter is*
34 *demonstrably unlikely to successfully implement the program set*
35 *forth in the petition due to fiscal or governance issues.*

36 (E) *This paragraph shall not apply to a charter school for which*
37 *the chartering authority makes a finding pursuant to subdivision*
38 *(d).*

39 (3) (A) *The chartering authority shall not renew a charter if*
40 *the charter school has received, for two consecutive years*

1 immediately preceding the renewal decision, the two lowest
2 performance levels on all the state indicators included in the
3 evaluation rubrics adopted pursuant to Section 52064.5 for which
4 it receives performance levels.

5 (B) The chartering authority may renew a charter that meets
6 the criteria in subparagraph (A) only upon making both of the
7 following written factual findings, specific to the particular petition,
8 setting forth specific facts to support the findings:

9 (i) Continued operation of the charter school is in the best
10 interest of pupils.

11 (ii) The charter school is taking meaningful steps to address
12 the underlying cause or causes of low performance, and those
13 steps are reflected, or will be reflected, in a written plan adopted
14 by the governing body of the charter school.

15 (C) For a charter renewed pursuant to this paragraph, and
16 notwithstanding paragraph (2) of subdivision (a), the chartering
17 authority may grant a renewal for a period of two years.

18 (4) (A) The chartering authority shall consider denying a
19 charter for renewal pursuant to this paragraph if the charter school
20 has received, for four consecutive years immediately preceding
21 the renewal decision, the two lowest performance levels on all the
22 state indicators included in the evaluation rubrics adopted pursuant
23 to Section 52064.5 for which it receives performance levels.

24 (B) The chartering authority may renew a charter that meets
25 the criteria in subparagraph (B) of paragraph (3) only upon
26 making both of the following additional written factual findings,
27 specific to the particular petition, setting forth specific facts to
28 support the findings:

29 (i) Continued operation of the charter school is necessary based
30 on an identified extraordinary need in the community.

31 (ii) The charter school is taking meaningful steps to address
32 the underlying cause or causes of low performance, and those
33 steps are reflected, or will be reflected, in a written plan adopted
34 by the governing body of the charter school.

35 (C) For a charter renewed pursuant to this paragraph, and
36 notwithstanding paragraph (2) of subdivision (a), the chartering
37 authority may grant a renewal for a period of two years.

38 (5) (A) For all charter schools for which paragraphs (2) to (4),
39 inclusive, do not apply, the chartering authority shall consider the
40 performance of all groups of pupils served by the charter school

1 *on the state indicators included in the evaluation rubrics adopted*
2 *pursuant to Section 52064.5 and the performance of the charter*
3 *school on the local indicators included in the evaluation rubrics*
4 *adopted pursuant to Section 52064.5.*

5 *(B) (i) Except as provided in clause (ii), the chartering authority*
6 *shall provide greater weight to performance on measurements of*
7 *academic performance in determining whether to grant a charter*
8 *renewal pursuant to the criterion established pursuant to this*
9 *subdivision.*

10 *(ii) Clause (i) shall not apply to a charter school for which the*
11 *chartering authority made a finding pursuant to subdivision (d).*

12 *(C) The chartering authority may deny a charter renewal*
13 *pursuant to this paragraph only upon making written findings,*
14 *setting forth specific facts to support the findings, that the closure*
15 *of the charter school is in the best interest of pupils and, if*
16 *applicable pursuant to subparagraph (B), that its decision provided*
17 *greater weight to performance on measurements of academic*
18 *performance.*

19 *(D) For a charter renewed pursuant to this paragraph, the*
20 *chartering authority shall grant a renewal for a period of five*
21 *years.*

22 *(6) For purposes of this section, “all groups of pupils served*
23 *by the charter school” means a numerically significant pupil*
24 *subgroup, as defined by subdivision (a) of Section 52052, served*
25 *by the charter school.*

26 *(7) For purposes of this section, “measurements of academic*
27 *performance” means indicators included in the evaluation rubrics*
28 *adopted pursuant to Section 52064.5 that are based on statewide*
29 *assessments in the California Assessment of Student Performance*
30 *and Progress system, or any successor system, the English*
31 *Language Proficiency Assessments for California, or any successor*
32 *system, and high school graduation rates.*

33 *(d) (1) At the conclusion of the year immediately preceding the*
34 *final year of the charter school’s term, the charter school shall*
35 *provide, upon request of the chartering authority, the following*
36 *aggregate data reflecting pupil enrollment patterns at the charter*
37 *school:*

38 *(A) For each school year of the charter school’s term, the*
39 *percentage of pupils enrolled at any point between the beginning*
40 *of the school year and census day who were not enrolled at the*

1 *conclusion of that year, and the average results on the statewide*
2 *assessments in the California Assessment of Student Performance*
3 *and Progress system, or any successor system, for any such pupils*
4 *who were enrolled in the charter school the prior school year.*

5 *(B) For each school year of the charter school's term, the*
6 *percentage of pupils were enrolled the prior school year who were*
7 *not enrolled as of census day for the school year, except for pupils*
8 *who completed the grade that is the highest grade served by the*
9 *charter school, and the average results on the statewide*
10 *assessments in the California Assessment of Student Performance*
11 *and Progress system, or any successor system, for any such pupils.*

12 *(2) When determining whether to grant a charter renewal, the*
13 *chartering authority shall review data provided pursuant to*
14 *paragraph (1), any data that may be provided to chartering*
15 *authorities by the department, and any substantiated complaints*
16 *that the charter school has not complied with subparagraph (J)*
17 *of paragraph (5) of subdivision (b) of Section 47605 or with*
18 *subparagraph (J) of paragraph (5) of subdivision (b) of Section*
19 *47605.6.*

20 *(3) The chartering authority shall notify the charter school*
21 *within 30 days of receiving a request to renew the charter if, based*
22 *on the review described in paragraph (2), there is evidence that*
23 *the charter school is not serving all pupils who wish to attend and*
24 *specifically identify the evidence. The charter school may respond*
25 *in writing within 30 days.*

26 *(4) As part of its determination of whether to grant a charter*
27 *renewal based on the criterion established pursuant to subdivision*
28 *(c), the chartering authority may make a finding that the charter*
29 *school is not serving all pupils who wish to attend and, upon*
30 *making such a finding, specifically identify the evidence supporting*
31 *the finding.*

32 *(e) Paragraphs (2) and (3) of subdivision (c) shall not apply to*
33 *a charter school that is eligible for alternate methods for*
34 *calculating the state and local indicators pursuant to subdivision*
35 *(d) of Section 52064.5. In determining whether to grant a charter*
36 *renewal for such a charter school, the chartering authority shall*
37 *consider, in addition to the charter school's performance on the*
38 *state and local indicators included in the evaluation rubrics*
39 *adopted pursuant to subdivision (c) of Section 52064.5, the charter*
40 *school's performance on alternative metrics applicable to the*

1 charter school based on the pupil population served. The
2 chartering authority shall meet with the charter school during the
3 first year of the charter school's term to mutually agree to discuss
4 alternative metrics to be considered pursuant to this subdivision,
5 and shall notify the charter school of the alternative metrics to be
6 used within 30 days of this meeting. The chartering authority may
7 deny a charter renewal pursuant to this subdivision only upon
8 making written findings, setting forth specific facts to support the
9 findings, that the closure of the charter school is in the best interest
10 of pupils.

11 ~~(e)~~

12 (f) A charter may be revoked by the authority that granted the
13 charter under this chapter if the chartering authority if the charting
14 authority finds, through a showing of substantial evidence, that
15 the charter school did any of the following:

16 (1) Committed a material violation of any of the conditions,
17 standards, or procedures set forth in the charter.

18 (2) Failed to meet or pursue any of the pupil outcomes identified
19 in the charter.

20 (3) Failed to meet generally accepted accounting principles, or
21 engaged in fiscal mismanagement.

22 (4) Violated any law.

23 ~~(f)~~

24 (g) Before revocation, the chartering authority shall notify the
25 charter school of any violation of this section and give the school
26 a reasonable opportunity to remedy the violation, unless the
27 authority determines, in writing, that the violation constitutes a
28 severe and imminent threat to the health or safety of the pupils.

29 ~~(g)~~

30 (h) Before revoking a charter for failure to remedy a violation
31 pursuant to subdivision (f), and after expiration of the school's
32 reasonable opportunity to remedy without successfully remedying
33 the violation, the chartering authority shall provide a written notice
34 of intent to revoke and notice of facts in support of revocation to
35 the charter school. No later than 30 days after providing the notice
36 of intent to revoke a charter, the chartering authority shall hold a
37 public hearing, in the normal course of business, on the issue of
38 whether evidence exists to revoke the charter. No later than 30
39 days after the public hearing, the chartering authority shall issue
40 a final decision to revoke or decline to revoke the charter, unless

1 the chartering authority and the charter school agree to extend the
2 issuance of the decision by an additional 30 days. The chartering
3 authority shall not revoke a charter, unless it makes written factual
4 findings supported by substantial evidence, specific to the charter
5 school, that support its findings.

6 *(i) (1) If a school district is the chartering authority and it
7 revokes a charter pursuant to this section, the charter school may
8 appeal the revocation to the county board of education within 30
9 days following the final decision of the chartering authority.*

10 *(2) The county board of education may reverse the revocation
11 decision if the county board of education determines that the
12 findings made by the chartering authority under subdivision (h)
13 are not supported by substantial evidence. The school district may
14 appeal the reversal to the state board.*

15 *(3) If the county board of education does not issue a decision
16 on the appeal within 90 days of receipt, or the county board of
17 education upholds the revocation, the charter school may appeal
18 the revocation to the state board.*

19 *(4) The state board may reverse the revocation decision if the
20 state board determines that the findings made by the chartering
21 authority under subdivision (h) are not supported by substantial
22 evidence. The state board may uphold the revocation decision of
23 the school district if the state board determines that the findings
24 made by the chartering authority under subdivision (h) are
25 supported by substantial evidence.*

26 *(j) (1) If a county board of education is the chartering authority
27 and the county board of education revokes a charter pursuant to
28 this section, the charter school may appeal the revocation to the
29 state board within 30 days following the decision of the chartering
30 authority.*

31 *(2) The state board may reverse the revocation decision if the
32 state board determines that the findings made by the chartering
33 authority under subdivision (h) are not supported by substantial
34 evidence.*

35 *(k) If the revocation decision of the chartering authority is
36 reversed on appeal, the agency that granted the charter shall
37 continue to be regarded as the chartering authority.*

38 *(l) During the pendency of an appeal filed under this section,
39 a charter school whose revocation proceedings are based on
40 paragraph (1) or (2) of subdivision (f) shall continue to qualify as*

1 a charter school for funding and for all other purposes of this part,
2 and may continue to hold all existing grants, resources, and
3 facilities, in order to ensure that the education of pupils enrolled
4 in the school is not disrupted.

5 (m) Immediately following the decision of a county board of
6 education to reverse a decision of a school district to revoke a
7 charter, all of the following shall apply:

8 (1) The charter school shall qualify as a charter school for
9 funding and for all other purposes of this part.

10 (2) The charter school may continue to hold all existing grants,
11 resources, and facilities.

12 (3) Any funding, grants, resources, and facilities that had been
13 withheld from the charter school, or that the charter school had
14 otherwise been deprived of use, as a result of the revocation of the
15 charter, shall be immediately reinstated or returned.

16 ~~(h)~~

17 (n) A final decision of a revocation or appeal of a revocation
18 pursuant to subdivision ~~(e)~~ (h) shall be reported to the chartering
19 authority, the county board of education, and the department.

20 ~~(i)~~

21 (o) The requirements of this section shall not be waived by the
22 state board pursuant to Section 33050 or any other law.

23 ~~SEC. 8.~~

24 SEC. 7. Section 47607.3 of the Education Code is amended to
25 read:

26 47607.3. (a) If a charter school fails to improve outcomes for
27 three or more pupil subgroups identified pursuant to Section 52052,
28 or, if the charter school has less than three pupil subgroups, all of
29 the charter school's pupil subgroups, in regard to one or more state
30 or school priority identified in the charter pursuant to subparagraph
31 (A) of paragraph (5) of subdivision (b) of Section 47605 or
32 subparagraph (A) of paragraph (5) of subdivision (b) of Section
33 47605.6, in three out of four consecutive school years, all of the
34 following shall apply:

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

38 (2) At the request of the chartering authority, the California
39 Collaborative for Educational Excellence may, after consulting
40 with the Superintendent, and with the approval of the state board,

1 provide advice and assistance to the charter school pursuant to
2 Section 52074.

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

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

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

15 (c) A chartering authority shall comply with the hearing process
16 described in subdivision (g) of Section 47607 in revoking a charter.
17 A charter school may not appeal a revocation of a charter made
18 pursuant to this section.

19 ~~SEC. 9.~~

20 ~~SEC. 8.~~ Section 47607.5 of the Education Code is repealed.

21 ~~SEC. 10.~~ Section 47613 of the Education Code is amended to
22 read:

23 ~~47613. (a) Except as set forth in subdivision (b), a chartering~~
24 ~~authority may charge for the actual costs of supervisory oversight~~
25 ~~of a charter school not to exceed 1 percent of the revenue of the~~
26 ~~charter school.~~

27 ~~(b) A chartering authority may charge for the actual costs of~~
28 ~~supervisory oversight of a charter school not to exceed 3 percent~~
29 ~~of the revenue of the charter school if the charter school is able to~~
30 ~~obtain substantially rent free facilities from the chartering authority.~~

31 ~~(c) A local educational agency that is given the responsibility~~
32 ~~for supervisory oversight of a charter school, pursuant to~~
33 ~~paragraph (1) of subdivision (k) of Section 47605, as it read on~~
34 ~~January 1, 2019, may charge for the actual costs of supervisory~~
35 ~~oversight, and administrative costs necessary to secure charter~~
36 ~~school funding. A charter school that is charged for costs under~~
37 ~~this subdivision may not be charged pursuant to subdivision (a)~~
38 ~~or (b).~~

1 ~~(d) This section does not prevent the charter school from~~
2 ~~separately purchasing administrative or other services from the~~
3 ~~chartering authority or any other source.~~

4 ~~(e) For purposes of this section, “chartering authority” means~~
5 ~~a school district or a county board of education.~~

6 ~~(f) For purposes of this section, “revenue of the charter school”~~
7 ~~means the amount received in the current fiscal year from the local~~
8 ~~control funding formula calculated pursuant to Section 42238.02,~~
9 ~~as implemented by Section 42238.03.~~

10 ~~(g) For purposes of this section, “costs of supervisory~~
11 ~~oversight” include, but are not limited to, costs incurred pursuant~~
12 ~~to Section 47607.3.~~

13 *SEC. 9. Section 47612.7 is added to the Education Code, to*
14 *read:*

15 *47612.7. (a) Notwithstanding any other law and except as*
16 *provided in subdivision (b), from January 1, 2020, to January 1,*
17 *2022, inclusive, the approval of a petition for the establishment*
18 *of a new charter school funded pursuant to subdivision (e) of*
19 *Section 47612.5 is prohibited.*

20 *(b) Subdivision (a) shall not apply to a nonclassroom-based*
21 *charter school that was granted approval of its petition and*
22 *providing educational services to pupils before July 1, 2019, under*
23 *either of the following circumstances:*

24 *(1) If Assembly Bill 1507 of the 2019–20 Regular Session*
25 *amends Section 47605.1 and becomes operative on January 1,*
26 *2020, and the charter school is required to submit a petition to*
27 *the governing board of a school district in an adjacent county in*
28 *which its existing resource center is located in order to comply*
29 *with Section 47605.1, as amended by Assembly Bill 1507 of the*
30 *2019–20 Regular Session, or to retain current program offerings*
31 *or enrollment.*

32 *(2) If a charter school is required to submit a petition to a school*
33 *district in which a resource center is located in order to comply*
34 *with the court decision in Anderson Union High School District*
35 *v. Shasta Secondary Home School (2016) 4 Cal.App.5th 262, or*
36 *other relevant court ruling, and the petition is necessary to retain*
37 *current program offerings or enrollment.*

38 *(c) Notwithstanding Section 33050 or any other law, the state*
39 *board shall not waive the restrictions described in this section.*

1 ~~SEC. 11.~~

2 *SEC. 10.* If the Commission on State Mandates determines that
3 this act contains costs mandated by the state, reimbursement to
4 local agencies and school districts for those costs shall be made
5 pursuant to Part 7 (commencing with Section 17500) of Division
6 4 of Title 2 of the Government Code.

O

AMENDED IN SENATE JULY 1, 2019
AMENDED IN ASSEMBLY MAY 9, 2019
AMENDED IN ASSEMBLY APRIL 22, 2019
AMENDED IN ASSEMBLY MARCH 26, 2019
CALIFORNIA LEGISLATURE—2019–20 REGULAR SESSION

ASSEMBLY BILL

No. 1507

**Introduced by Assembly Members Smith, McCarty, and O'Donnell
(Principal coauthor: Assembly Member Kalra)**

February 22, 2019

An act to amend Sections 47605, 47605.1, and 60640 of the Education Code, relating to charter schools.

LEGISLATIVE COUNSEL'S DIGEST

AB 1507, as amended, Smith. Charter schools: location: resource center.

(1) Existing law authorizes a charter school that is unable to locate within the jurisdiction or geographic boundaries of the chartering school district to establish one site outside the boundaries of the school district, but within the county in which that school district is located, if the school district where the charter school proposes to operate is notified in advance of the charter petition approval, the county superintendent of schools is notified of the location of the charter school before it commences operations, and either the charter school has attempted to locate a single site or facility to house the entire program, but a site or facility is unavailable in the area in which the school chooses to locate, or the site is needed for temporary use during a construction or expansion project.

This bill would delete the authority of a charter school to locate outside the jurisdiction or geographic boundaries of the chartering school district because the charter school has attempted to locate a single site or facility to house the entire program, but a site or facility is unavailable in the area in which the charter school chooses to locate, or the site is needed for temporary use during a construction or expansion project. The bill would authorize a charter school that established one site outside the boundaries of the school district, but within the county in which that school district is located before January 1, 2020, to continue to operate that site until the charter school submits a request for the renewal of its charter petition, and would authorize a charter school to continue operating that site if, before submitting the request for the renewal of the charter petition, the charter school first obtains written approval from the school district where the site is operating. The bill would authorize a charter school to relocate for not more than 5 years a site located within an area subject to a Presidential declaration of a major disaster or emergency, issued in accordance with federal law, to an area outside the area subject to the Presidential declaration, as specified. *The bill would require a charter school to be allowed to return to its original campus location in perpetuity if that charter school was relocated from December 31, 2016, through December 31, 2019, due to a Presidential declaration of a major disaster or emergency in accordance with federal law. The bill would exempt from the above-described charter school location provisions a charter school located on a federally recognized California Indian reservation or rancheria and operated by a federally recognized California Indian tribe.*

(2) Existing law authorizes a charter school to establish a resource center, meeting space, or other satellite facility located in a county adjacent to the county in which the charter school is authorized if specified conditions are met.

This bill instead would authorize a charter school to establish one resource center, meeting space, or other satellite facility within the jurisdiction of the school district where the charter school is physically located if specified conditions are met, except as specified. The bill would require a charter school to notify the charter school's ~~authorizer~~ *chartering authority* of the name and physical location of any resource center, meeting space, or satellite facility operated by the charter school. The bill would prohibit the State Board of Education from waiving those restrictions on the establishment of a resource center, meeting space, or satellite facility.

This bill would authorize a charter school *or a countywide charter school* that was operating a resource center, meeting space, or other satellite facility outside the jurisdiction of the school district *or county, respectively*, where the charter school is physically located before January 1, 2020, to continue to operate that resource center, meeting space, or other satellite facility until the charter school submits a request for the renewal of its charter petition, and would authorize a charter school to continue operating that resource center, meeting space, or other satellite facility if, before submitting the request for the renewal of the charter petition, the charter school first obtains written approval from the school district *or the county office of education, as appropriate*, where the resource center, meeting space, or other satellite facility is operating. The bill would authorize a charter school to relocate for not more than 5 years a resource center, meeting space, or other satellite facility located within an area subject to a Presidential declaration of a major disaster or emergency, issued in accordance with federal law, to an area outside the area subject to the Presidential declaration, as specified.

This bill would make a conforming change.

Vote: majority. Appropriation: no. Fiscal committee: no.
 State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. Section 47605 of the Education Code is amended
 2 to read:
 3 47605. (a) (1) Except as set forth in paragraph (2), a petition
 4 for the establishment of a charter school within a school district
 5 may be circulated by one or more persons seeking to establish the
 6 charter school. A petition for the establishment of a charter school
 7 shall identify a single charter school that will operate within the
 8 geographic boundaries of that school district. A charter school
 9 may propose to operate at multiple sites within the school district
 10 if each location is identified in the charter school petition. The
 11 petition may be submitted to the governing board of the school
 12 district for review after either of the following conditions is met:
 13 (A) The petition is signed by a number of parents or legal
 14 guardians of pupils that is equivalent to at least one-half of the
 15 number of pupils that the charter school estimates will enroll in
 16 the charter school for its first year of operation.

1 (B) The petition is signed by a number of teachers that is
2 equivalent to at least one-half of the number of teachers that the
3 charter school estimates will be employed at the charter school
4 during its first year of operation.

5 (2) A petition that proposes to convert an existing public school
6 to a charter school that would not be eligible for a loan pursuant
7 to subdivision (c) of Section 41365 may be circulated by one or
8 more persons seeking to establish the charter school. The petition
9 may be submitted to the governing board of the school district for
10 review after the petition is signed by not less than 50 percent of
11 the permanent status teachers currently employed at the public
12 school to be converted.

13 (3) A petition shall include a prominent statement that a
14 signature on the petition means that the parent or legal guardian
15 is meaningfully interested in having their child or ward attend the
16 charter school, or in the case of a teacher’s signature, means that
17 the teacher is meaningfully interested in teaching at the charter
18 school. The proposed charter shall be attached to the petition.

19 (4) After receiving approval of its petition, a charter school that
20 proposes to establish operations at one or more additional sites
21 shall request a material revision to its charter and shall notify the
22 authority that granted its charter of those additional locations. The
23 authority that granted its charter shall consider whether to approve
24 those additional locations at an open, public meeting. If the
25 additional locations are approved, they shall be a material revision
26 to the charter school’s charter.

27 (5) (A) A charter school that established one site outside the
28 boundaries of the school district, but within the county in which
29 that school district is located before January 1, 2020, may continue
30 to operate that site until the charter school submits a request for
31 the renewal of its charter petition. To continue operating the site
32 the charter school, before submitting the request for the renewal
33 of the charter petition, shall first obtain approval in writing from
34 the school district where the site is operating.

35 (B) If a Presidential declaration of a major disaster or emergency
36 is issued in accordance with the federal Robert T. Stafford Disaster
37 Relief and Emergency Assistance Act (42 U.S.C. Sec. 5121 et
38 seq.) for an area in which a charter schoolsite is located and
39 operating, the charter school, for not more than five years, may
40 relocate that site outside the area subject to the Presidential

1 declaration if the charter school first obtains the written approval
2 of the school district where the site is being relocated to.

3 *(C) Notwithstanding subparagraph (A), if a charter school was*
4 *relocated from December 31, 2016, to December 31, 2019,*
5 *inclusive, due to a Presidential declaration of a major disaster or*
6 *emergency in accordance with the federal Robert T. Stafford*
7 *Disaster Relief and Emergency Assistance Act (42 U.S.C. Sec.*
8 *5121 et seq.), that charter school shall be allowed to return to its*
9 *original campus location in perpetuity.*

10 *(D) A charter school located on a federally recognized*
11 *California Indian reservation or rancheria and operated by a*
12 *federally recognized California Indian tribe shall be exempt from*
13 *the provisions of this paragraph.*

14 (6) Commencing January 1, 2003, a petition to establish a charter
15 school shall not be approved to serve pupils in a grade level that
16 is not served by the school district of the governing board
17 considering the petition, unless the petition proposes to serve pupils
18 in all of the grade levels served by that school district.

19 (b) No later than 30 days after receiving a petition, in accordance
20 with subdivision (a), the governing board of the school district
21 shall hold a public hearing on the provisions of the charter, at
22 which time the governing board of the school district shall consider
23 the level of support for the petition by teachers employed by the
24 school district, other employees of the school district, and parents.
25 Following review of the petition and the public hearing, the
26 governing board of the school district shall either grant or deny
27 the charter within 60 days of receipt of the petition, provided,
28 however, that the date may be extended by an additional 30 days
29 if both parties agree to the extension. In reviewing petitions for
30 the establishment of charter schools pursuant to this section, the
31 chartering authority shall be guided by the intent of the Legislature
32 that charter schools are and should become an integral part of the
33 California educational system and that the establishment of charter
34 schools should be encouraged. The governing board of the school
35 district shall grant a charter for the operation of a school under this
36 part if it is satisfied that granting the charter is consistent with
37 sound educational practice. The governing board of the school
38 district shall not deny a petition for the establishment of a charter
39 school unless it makes written factual findings, specific to the

1 particular petition, setting forth specific facts to support one or
2 more of the following findings:

3 (1) The charter school presents an unsound educational program
4 for the pupils to be enrolled in the charter school.

5 (2) The petitioners are demonstrably unlikely to successfully
6 implement the program set forth in the petition.

7 (3) The petition does not contain the number of signatures
8 required by subdivision (a).

9 (4) The petition does not contain an affirmation of each of the
10 conditions described in subdivision (d).

11 (5) The petition does not contain reasonably comprehensive
12 descriptions of all of the following:

13 (A) (i) The educational program of the charter school, designed,
14 among other things, to identify those whom the charter school is
15 attempting to educate, what it means to be an “educated person”
16 in the 21st century, and how learning best occurs. The goals
17 identified in that program shall include the objective of enabling
18 pupils to become self-motivated, competent, and lifelong learners.

19 (ii) The annual goals for the charter school for all pupils and
20 for each subgroup of pupils identified pursuant to Section 52052,
21 to be achieved in the state priorities, as described in subdivision
22 (d) of Section 52060, that apply for the grade levels served, or the
23 nature of the program operated, by the charter school, and specific
24 annual actions to achieve those goals. A charter petition may
25 identify additional school priorities, the goals for the school
26 priorities, and the specific annual actions to achieve those goals.

27 (iii) If the proposed charter school will serve high school pupils,
28 the manner in which the charter school will inform parents about
29 the transferability of courses to other public high schools and the
30 eligibility of courses to meet college entrance requirements.
31 Courses offered by the charter school that are accredited by the
32 Western Association of Schools and Colleges may be considered
33 transferable and courses approved by the University of California
34 or the California State University as creditable under the “A to G”
35 admissions criteria may be considered to meet college entrance
36 requirements.

37 (B) The measurable pupil outcomes identified for use by the
38 charter school. “Pupil outcomes,” for purposes of this part, means
39 the extent to which all pupils of the charter school demonstrate
40 that they have attained the skills, knowledge, and attitudes specified

1 as goals in the charter school’s educational program. Pupil
2 outcomes shall include outcomes that address increases in pupil
3 academic achievement both schoolwide and for all groups of pupils
4 served by the charter school, as that term is defined in subparagraph
5 (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil
6 outcomes shall align with the state priorities, as described in
7 subdivision (d) of Section 52060, that apply for the grade levels
8 served, or the nature of the program operated, by the charter school.

9 (C) The method by which pupil progress in meeting those pupil
10 outcomes is to be measured. To the extent practicable, the method
11 for measuring pupil outcomes for state priorities shall be consistent
12 with the way information is reported on a school accountability
13 report card.

14 (D) The governance structure of the charter school, including,
15 but not limited to, the process to be followed by the charter school
16 to ensure parental involvement.

17 (E) The qualifications to be met by individuals to be employed
18 by the charter school.

19 (F) The procedures that the charter school will follow to ensure
20 the health and safety of pupils and staff. These procedures shall
21 require all of the following:

22 (i) That each employee of the charter school furnish the charter
23 school with a criminal record summary as described in Section
24 44237.

25 (ii) The development of a school safety plan, which shall include
26 the safety topics listed in subparagraphs (A) to (H), inclusive, of
27 paragraph (2) of subdivision (a) of Section 32282 and procedures
28 for conducting tactical responses to criminal incidents.

29 (iii) That the school safety plan be reviewed and updated by
30 March 1 of every year by the charter school.

31 (G) The means by which the charter school will achieve a racial
32 and ethnic balance among its pupils that is reflective of the general
33 population residing within the territorial jurisdiction of the school
34 district to which the charter petition is submitted.

35 (H) Admission policies and procedures, consistent with
36 subdivision (d).

37 (I) The manner in which annual, independent financial audits
38 shall be conducted, which shall employ generally accepted
39 accounting principles, and the manner in which audit exceptions

1 and deficiencies shall be resolved to the satisfaction of the
2 chartering authority.

3 (J) The procedures by which pupils can be suspended or expelled
4 from the charter school for disciplinary reasons or otherwise
5 involuntarily removed from the charter school for any reason.
6 These procedures, at a minimum, shall include an explanation of
7 how the charter school will comply with federal and state
8 constitutional procedural and substantive due process requirements
9 that is consistent with all of the following:

10 (i) For suspensions of fewer than 10 days, provide oral or written
11 notice of the charges against the pupil and, if the pupil denies the
12 charges, an explanation of the evidence that supports the charges
13 and an opportunity for the pupil to present their side of the story.

14 (ii) For suspensions of 10 days or more and all other expulsions
15 for disciplinary reasons, both of the following:

16 (I) Provide timely, written notice of the charges against the pupil
17 and an explanation of the pupil's basic rights.

18 (II) Provide a hearing adjudicated by a neutral officer within a
19 reasonable number of days at which the pupil has a fair opportunity
20 to present testimony, evidence, and witnesses and confront and
21 cross-examine adverse witnesses, and at which the pupil has the
22 right to bring legal counsel or an advocate.

23 (iii) Contain a clear statement that no pupil shall be involuntarily
24 removed by the charter school for any reason unless the parent or
25 guardian of the pupil has been provided written notice of intent to
26 remove the pupil no less than five schooldays before the effective
27 date of the action. The written notice shall be in the native language
28 of the pupil or the pupil's parent or guardian or, if the pupil is a
29 foster child or youth or a homeless child or youth, the pupil's
30 educational rights holder, and shall inform them of the right to
31 initiate the procedures specified in clause (ii) before the effective
32 date of the action. If the pupil's parent, guardian, or educational
33 rights holder initiates the procedures specified in clause (ii), the
34 pupil shall remain enrolled and shall not be removed until the
35 charter school issues a final decision. For purposes of this clause,
36 "involuntarily removed" includes disenrolled, dismissed,
37 transferred, or terminated, but does not include suspensions
38 specified in clauses (i) and (ii).

1 (K) The manner by which staff members of the charter schools
2 will be covered by the State Teachers' Retirement System, the
3 Public Employees' Retirement System, or federal social security.

4 (L) The public school attendance alternatives for pupils residing
5 within the school district who choose not to attend charter schools.

6 (M) The rights of an employee of the school district upon
7 leaving the employment of the school district to work in a charter
8 school, and of any rights of return to the school district after
9 employment at a charter school.

10 (N) The procedures to be followed by the charter school and
11 the chartering authority to resolve disputes relating to provisions
12 of the charter.

13 (O) The procedures to be used if the charter school closes. The
14 procedures shall ensure a final audit of the charter school to
15 determine the disposition of all assets and liabilities of the charter
16 school, including plans for disposing of any net assets and for the
17 maintenance and transfer of pupil records.

18 (6) The petition does not contain a declaration of whether or
19 not the charter school shall be deemed the exclusive public
20 employer of the employees of the charter school for purposes of
21 Chapter 10.7 (commencing with Section 3540) of Division 4 of
22 Title 1 of the Government Code.

23 (c) (1) Charter schools shall meet all statewide standards and
24 conduct the pupil assessments required pursuant to Section 60605
25 and any other statewide standards authorized in statute or pupil
26 assessments applicable to pupils in noncharter public schools.

27 (2) Charter schools shall, on a regular basis, consult with their
28 parents, legal guardians, and teachers regarding the charter school's
29 educational programs.

30 (d) (1) In addition to any other requirement imposed under this
31 part, a charter school shall be nonsectarian in its programs,
32 admission policies, employment practices, and all other operations,
33 shall not charge tuition, and shall not discriminate against a pupil
34 on the basis of the characteristics listed in Section 220. Except as
35 provided in paragraph (2), admission to a charter school shall not
36 be determined according to the place of residence of the pupil, or
37 of their parent or legal guardian, within this state, except that an
38 existing public school converting partially or entirely to a charter
39 school under this part shall adopt and maintain a policy giving

1 admission preference to pupils who reside within the former
2 attendance area of that public school.

3 (2) (A) A charter school shall admit all pupils who wish to
4 attend the charter school.

5 (B) If the number of pupils who wish to attend the charter school
6 exceeds the charter school’s capacity, attendance, except for
7 existing pupils of the charter school, shall be determined by a
8 public random drawing. Preference shall be extended to pupils
9 currently attending the charter school and pupils who reside in the
10 school district except as provided for in Section 47614.5.
11 Preferences, including, but not limited to, siblings of pupils
12 admitted or attending the charter school and children of the charter
13 school’s teachers, staff, and founders identified in the initial charter,
14 may also be permitted by the chartering authority on an individual
15 charter school basis. Priority order for any preference shall be
16 determined in the charter petition in accordance with all of the
17 following:

18 (i) Each type of preference shall be approved by the chartering
19 authority at a public hearing.

20 (ii) Preferences shall be consistent with federal law, the
21 California Constitution, and Section 200.

22 (iii) Preferences shall not result in limiting enrollment access
23 for pupils with disabilities, academically low-achieving pupils,
24 English learners, neglected or delinquent pupils, homeless pupils,
25 or pupils who are economically disadvantaged, as determined by
26 eligibility for any free or reduced-price meal program, foster youth,
27 or pupils based on nationality, race, ethnicity, or sexual orientation.

28 (iv) In accordance with Section 49011, preferences shall not
29 require mandatory parental volunteer hours as a criterion for
30 admission or continued enrollment.

31 (C) In the event of a drawing, the chartering authority shall
32 make reasonable efforts to accommodate the growth of the charter
33 school and shall not take any action to impede the charter school
34 from expanding enrollment to meet pupil demand.

35 (3) If a pupil is expelled or leaves the charter school without
36 graduating or completing the school year for any reason, the charter
37 school shall notify the superintendent of the school district of the
38 pupil’s last known address within 30 days, and shall, upon request,
39 provide that school district with a copy of the cumulative record
40 of the pupil, including report cards or a transcript of grades, and

1 health information. If the pupil is subsequently expelled or leaves
2 the school district without graduating or completing the school
3 year for any reason, the school district shall provide this
4 information to the charter school within 30 days if the charter
5 school demonstrates that the pupil had been enrolled in the charter
6 school. This paragraph applies only to pupils subject to compulsory
7 full-time education pursuant to Section 48200.

8 (e) The governing board of a school district shall not require an
9 employee of the school district to be employed in a charter school.

10 (f) The governing board of a school district shall not require a
11 pupil enrolled in the school district to attend a charter school.

12 (g) The governing board of a school district shall require that
13 the petitioner or petitioners provide information regarding the
14 proposed operation and potential effects of the charter school,
15 including, but not limited to, the facilities to be used by the charter
16 school, the manner in which administrative services of the charter
17 school are to be provided, and potential civil liability effects, if
18 any, upon the charter school and upon the school district. The
19 description of the facilities to be used by the charter school shall
20 specify where the charter school intends to locate. The petitioner
21 or petitioners also shall be required to provide financial statements
22 that include a proposed first-year operational budget, including
23 startup costs, and cashflow and financial projections for the first
24 three years of operation.

25 (h) In reviewing petitions for the establishment of charter
26 schools within the school district, the governing board of the school
27 district shall give preference to petitions that demonstrate the
28 capability to provide comprehensive learning experiences to pupils
29 identified by the petitioner or petitioners as academically low
30 achieving pursuant to the standards established by the department
31 under Section 54032, as that section read before July 19, 2006.

32 (i) Upon the approval of the petition by the governing board of
33 the school district, the petitioner or petitioners shall provide written
34 notice of that approval, including a copy of the petition, to the
35 applicable county superintendent of schools, the department, and
36 the state board.

37 (j) (1) If the governing board of a school district denies a
38 petition, the petitioner may elect to submit the petition for the
39 establishment of a charter school to the county board of education.
40 The county board of education shall review the petition pursuant

1 to subdivision (b). If the petitioner elects to submit a petition for
2 establishment of a charter school to the county board of education
3 and the county board of education denies the petition, the petitioner
4 may file a petition for establishment of a charter school with the
5 state board, and the state board may approve the petition, in
6 accordance with subdivision (b). A charter school that receives
7 approval of its petition from a county board of education or from
8 the state board on appeal shall be subject to the same requirements
9 concerning geographic location to which it would otherwise be
10 subject if it received approval from the entity to which it originally
11 submitted its petition. A charter petition that is submitted to either
12 a county board of education or to the state board shall meet all
13 otherwise applicable petition requirements, including the
14 identification of the proposed site or sites where the charter school
15 will operate.

16 (2) In assuming its role as a chartering authority, the state board
17 shall develop criteria to be used for the review and approval of
18 charter school petitions presented to the state board. The criteria
19 shall address all elements required for charter approval, as
20 identified in subdivision (b), and shall define “reasonably
21 comprehensive,” as used in paragraph (5) of subdivision (b), in a
22 way that is consistent with the intent of this part. Upon satisfactory
23 completion of the criteria, the state board shall adopt the criteria
24 on or before June 30, 2001.

25 (3) A charter school for which a charter is granted by either the
26 county board of education or the state board based on an appeal
27 pursuant to this subdivision shall qualify fully as a charter school
28 for all funding and other purposes of this part.

29 (4) If either the county board of education or the state board
30 fails to act on a petition within 120 days of receipt, the decision
31 of the governing board of the school district to deny the petition
32 shall be subject to judicial review.

33 (5) The state board shall adopt regulations implementing this
34 subdivision.

35 (6) Upon the approval of the petition by the county board of
36 education, the petitioner or petitioners shall provide written notice
37 of that approval, including a copy of the petition, to the department
38 and the state board.

39 (k) (1) The state board may, by mutual agreement, designate
40 its supervisory and oversight responsibilities for a charter school

1 approved by the state board to any local educational agency in the
2 county in which the charter school is located or to the governing
3 board of the school district that first denied the petition.

4 (2) The designated local educational agency shall have all
5 monitoring and supervising authority of a chartering authority,
6 including, but not limited to, powers and duties set forth in Section
7 47607, except the power of revocation, which shall remain with
8 the state board.

9 (3) A charter school that is granted its charter through an appeal
10 to the state board and elects to seek renewal of its charter shall,
11 before expiration of the charter, submit its petition for renewal to
12 the governing board of the school district that initially denied the
13 charter. If the governing board of the school district denies the
14 charter school's petition for renewal, the charter school may
15 petition the state board for renewal of its charter.

16 (l) Teachers in charter schools shall hold a Commission on
17 Teacher Credentialing certificate, permit, or other document
18 equivalent to that which a teacher in other public schools would
19 be required to hold. These documents shall be maintained on file
20 at the charter school and are subject to periodic inspection by the
21 chartering authority. It is the intent of the Legislature that charter
22 schools be given flexibility with regard to noncore, noncollege
23 preparatory courses.

24 (m) A charter school shall transmit a copy of its annual,
25 independent financial audit report for the preceding fiscal year, as
26 described in subparagraph (I) of paragraph (5) of subdivision (b),
27 to its chartering authority, the Controller, the county superintendent
28 of schools of the county in which the charter school is sited, unless
29 the county board of education of the county in which the charter
30 school is sited is the chartering authority, and the department by
31 December 15 of each year. This subdivision does not apply if the
32 audit of the charter school is encompassed in the audit of the
33 chartering authority pursuant to Section 41020.

34 (n) A charter school may encourage parental involvement, but
35 shall notify the parents and guardians of applicant pupils and
36 currently enrolled pupils that parental involvement is not a
37 requirement for acceptance to, or continued enrollment at, the
38 charter school.

39 SEC. 2. Section 47605.1 of the Education Code is amended to
40 read:

1 47605.1. (a) (1) Notwithstanding any other law, a charter
2 school that is granted a charter from the governing board of a
3 school district or county office of education after July 1, 2002, and
4 commences providing educational services to pupils on or after
5 July 1, 2002, shall locate in accordance with the geographic and
6 site limitations of this part.

7 (2) Notwithstanding any other law, a charter school that is
8 granted a charter by the state board after July 1, 2002, and
9 commences providing educational services to pupils on or after
10 July 1, 2002, based on the denial of a petition by the governing
11 board of a school district or county board of education, as described
12 in paragraphs (1) and (2) of subdivision (j) of Section 47605, may
13 locate only within the geographic boundaries of the chartering
14 entity that initially denied the petition for the charter.

15 (3) A charter school that receives approval of its charter from
16 a governing board of a school district, a county office of education,
17 or the state board before July 1, 2002, but does not commence
18 operations until after January 1, 2003, shall be subject to the
19 geographic limitations of this part, in accordance with subdivision
20 (d).

21 (b) This section is not intended to affect the admission
22 requirements contained in subdivision (d) of Section 47605.

23 (c) (1) ~~Notwithstanding any other law, a~~ A charter school may
24 establish one resource center, meeting space, or other satellite
25 facility within the jurisdiction of the school district where the
26 charter school is physically located if the following conditions are
27 met:

28 (A) The facility is used exclusively for the educational support
29 of pupils who are enrolled in nonclassroom-based independent
30 study of the charter school.

31 (B) The charter school provides its primary educational services
32 in, and a majority of the pupils it serves are residents of, the county
33 in which the charter school is authorized.

34 (2) Except as provided in paragraphs ~~(5) and (6)~~, (5) to (7),
35 *inclusive*, a charter school shall not establish a resource center,
36 meeting space, or other satellite facility in any other location than
37 the one authorized in paragraph (1).

38 (3) A charter school shall notify the charter school's ~~authorizer~~
39 *chartering authority* of the name and physical location of any

1 resource center, meeting space, or other satellite facility operated
2 by that charter school.

3 (4) Notwithstanding Section 33050 or any other law, the state
4 board shall not waive the restrictions listed in this subdivision.

5 (5) A charter school that was operating a resource center,
6 meeting space, or other satellite facility outside the jurisdiction of
7 the school district where the charter school is physically located
8 before January 1, 2020, may continue to operate the resource
9 center, meeting space, or other satellite facility until the charter
10 school submits a request for the renewal of its charter petition. To
11 continue operating the resource center, meeting space, or other
12 satellite ~~facility~~ *facility*, the charter school, before submitting the
13 request to the charter school's ~~authorizer~~ *chartering authority* for
14 the renewal of the charter petition, shall first obtain approval in
15 writing from the school district where the resource center, meeting
16 space, or other satellite facility is operating.

17 (6) *A countywide charter school approved by a county office of*
18 *education that is operating a resource center, meeting space, or*
19 *other satellite facility in a county other than the county in which*
20 *the countywide charter school is authorized before January 1,*
21 *2020, may continue to operate that resource center, meeting space,*
22 *or other satellite facility until the countywide charter school*
23 *submits a request for the renewal of its charter petition. To*
24 *continue operating the resource center, meeting space, or other*
25 *satellite facility, the countywide charter school, before submitting*
26 *the request to the countywide charter school's chartering authority*
27 *for the renewal of the charter petition, shall obtain approval in*
28 *writing from the county office of education where the resource*
29 *center, meeting space, or other satellite facility is operating.*

30 ~~(6)~~

31 (7) If a Presidential declaration of a major disaster or emergency
32 is issued in accordance with the federal Robert T. Stafford Disaster
33 Relief and Emergency Assistance Act (42 U.S.C. Sec. 5121 et
34 seq.) for an area in which a charter school is operating a resource
35 center, meeting space, or other satellite facility, the charter school,
36 for not more than five years, may relocate the resource center,
37 meeting space, or other satellite facility outside the area subject
38 to the Presidential declaration if the charter school first obtains the
39 written approval of the school district where the resource center,
40 meeting space, or other satellite facility is being relocated to.

1 (d) (1) For a charter school that was granted approval of its
2 charter before July 1, 2002, and provided educational services to
3 pupils before July 1, 2002, this section only applies to new
4 educational services or schoolsites established or acquired by the
5 charter school on or after July 1, 2002.

6 (2) For a charter school that was granted approval of its charter
7 before July 1, 2002, but did not provide educational services to
8 pupils before July 1, 2002, this section only applies upon the
9 expiration of a charter that is in existence on January 1, 2003.

10 (3) Notwithstanding other implementation timelines in this
11 section, by June 30, 2005, or upon the expiration of a charter that
12 is in existence on January 1, 2003, whichever is later, all charter
13 schools shall be required to comply with this section for schoolsites
14 at which educational services are provided to pupils before or after
15 July 1, 2002, regardless of whether the charter school initially
16 received approval of its charter school petition before July 1, 2002.
17 To achieve compliance with this section, a charter school shall be
18 required to receive approval of a charter petition in accordance
19 with this section and Section 47605.

20 (4) This section is not intended to affect the authority of a
21 governmental entity to revoke a charter that is granted on or before
22 the effective date of this section.

23 (e) A charter school that submits its petition directly to a county
24 board of education, as authorized by Section 47605.5 or 47605.6,
25 may establish charter school operations only within the
26 geographical boundaries of the county in which that county board
27 of education has jurisdiction.

28 (f) Notwithstanding any other law, the jurisdictional limitations
29 set forth in this section do not apply to a charter school that
30 provides instruction exclusively in partnership with any of the
31 following:

32 (1) The federal Workforce Innovation and Opportunity Act (29
33 U.S.C. Sec. 3101 et seq.).

34 (2) Federally affiliated Youth Build programs.

35 (3) Federal job corps training or instruction provided pursuant
36 to a memorandum of understanding with the federal provider.

37 (4) The California Conservation Corps or local conservation
38 corps certified by the California Conservation Corps pursuant to
39 Sections 14507.5 or 14406 of the Public Resources Code.

1 (5) Instruction provided to juvenile court school pupils pursuant
2 to subdivision (b) of Section 42238.18 or pursuant to Section 1981
3 for individuals who are placed in a residential facility.

4 SEC. 3. Section 60640 of the Education Code is amended to
5 read:

6 60640. (a) There is hereby established the California
7 Assessment of Student Performance and Progress, to be known as
8 the CAASPP.

9 (b) Commencing with the 2013–14 school year, the CAASPP
10 shall be composed of all of the following:

11 (1) (A) A consortium summative assessment in English
12 language arts and mathematics for grades 3 to 8, inclusive, and
13 grade 11 that measures content standards adopted by the state
14 board.

15 (B) In the 2013–14 school year, the consortium summative
16 assessment in English language arts and mathematics shall be a
17 field test only, to enable the consortium to gauge the validity and
18 reliability of these assessments and to conduct all necessary
19 psychometric procedures and studies, including, but not necessarily
20 limited to, achievement standard setting, and to allow the
21 department to conduct studies regarding full implementation of
22 the assessment system. These field tests and results shall not be
23 used for any other purpose, including the calculation of any
24 accountability measure.

25 (2) (A) Science grade level assessments in grades 5, 8, and 10
26 that measure content standards adopted pursuant to Section 60605,
27 until a successor assessment is implemented pursuant to
28 subparagraph (B).

29 (B) For science assessments, the Superintendent shall make a
30 recommendation to the state board as soon as is feasible after the
31 adoption of science content standards pursuant to former Section
32 60605.85, as that section read on June 30, 2014, regarding the
33 assessment of the newly adopted standards. Before making
34 recommendations, the Superintendent shall consult with
35 stakeholders, including, but not necessarily limited to, California
36 science teachers, individuals with expertise in assessing English
37 learners and pupils with disabilities, parents, and measurement
38 experts, regarding the grade level and type of assessment. The
39 recommendations shall include cost estimates and a plan for

1 implementation of at least one assessment in each of the following
2 grade spans:

- 3 (i) Grades 3 to 5, inclusive.
- 4 (ii) Grades 6 to 9, inclusive.
- 5 (iii) Grades 10 to 12, inclusive.

6 (3) The California Alternate Performance Assessment in grades
7 2 to 11, inclusive, in English language arts and mathematics and
8 science in grades 5, 8, and 10, which measures content standards
9 adopted pursuant to Section 60605 until a successor assessment
10 is implemented. The successor assessment shall be limited to the
11 grades and subject areas assessed pursuant to paragraph (1) and
12 subparagraph (B) of paragraph (2).

13 (4) The Early Assessment Program established by Chapter 6
14 (commencing with Section 99300) of Part 65 of Division 14 of
15 Title 3.

16 (5) (A) A local educational agency may administer a primary
17 language assessment aligned to the English language arts standards
18 adopted pursuant to Section 60605, as it read on January 1, 2013,
19 to pupils who are identified as limited English proficient and
20 enrolled in any of grades 2 to 11, inclusive, until a subsequent
21 primary language assessment aligned to the common core standards
22 in English language arts adopted pursuant to Section 60605.8 is
23 developed pursuant to subparagraph (E).

24 (B) If a local educational agency chooses to administer a primary
25 language assessment to pupils identified as limited English
26 proficient and enrolled in any of grades 2 to 11, inclusive, pursuant
27 to subparagraph (A), it shall notify the department in a manner to
28 be determined by the department and the costs shall be paid by the
29 state and included as part of the testing contract, and the department
30 shall provide the local educational agency a per pupil
31 apportionment for administering the assessment pursuant to
32 subdivision (I).

33 (C) The Superintendent shall consult with stakeholders,
34 including assessment and English learner experts, to determine
35 the content and purpose of a stand-alone language arts summative
36 assessment in primary languages other than English that aligns
37 with the English language arts content standards. The
38 Superintendent shall consider the appropriate purpose for this
39 assessment, including, but not necessarily limited to, support for
40 the State Seal of Biliteracy and accountability. It is the intent of

1 the Legislature that an assessment developed pursuant to this
2 section be included in the state accountability system.

3 (D) The Superintendent shall report and make recommendations
4 to the state board at a regularly scheduled public meeting no sooner
5 than one year after the first full administration of the consortium
6 computer-adaptive assessments in English language arts and
7 mathematics summative assessments in grades 3 to 8, inclusive,
8 and grade 11, regarding an implementation timeline and estimated
9 costs of a stand-alone language arts summative assessment in
10 primary languages other than English.

11 (E) The Superintendent shall develop, and the state board shall
12 adopt, a primary language assessment. The Superintendent shall
13 administer this assessment no later than the 2016–17 school year.

14 (F) This paragraph shall be operative only to the extent that
15 funding is provided in the annual Budget Act or another statute
16 for the purpose of this section.

17 (c) No later than March 1, 2016, the Superintendent shall submit
18 to the state board recommendations on expanding the CAASPP
19 to include additional assessments, for consideration at a regularly
20 scheduled public meeting. The Superintendent shall also submit
21 these recommendations to the appropriate policy and fiscal
22 committees of the Legislature and to the Director of Finance in
23 accordance with all of the following:

24 (1) In consultation with stakeholders, including, but not
25 necessarily limited to, California teachers, individuals with
26 expertise in assessing English learners and pupils with disabilities,
27 parents, and measurement experts, the Superintendent shall make
28 recommendations regarding assessments, including the grade level,
29 content, and type of assessment. These recommendations shall
30 take into consideration the assessments already administered or
31 planned pursuant to subdivision (b). The Superintendent shall
32 consider the use of consortium-developed assessments, various
33 item types, computer-based testing, and a timeline for
34 implementation.

35 (2) The recommendations shall consider assessments in subjects,
36 including, but not necessarily limited to, history-social science,
37 technology, visual and performing arts, and other subjects as
38 appropriate, as well as English language arts, mathematics, and
39 science assessments to augment the assessments required under
40 subdivision (b), and the use of various assessment options,

1 including, but not necessarily limited to, computer-based tests,
2 locally scored performance tasks, and portfolios.

3 (3) The recommendations shall include the use of an assessment
4 calendar that would schedule the assessments identified pursuant
5 to paragraph (2) over several years, the use of matrix sampling, if
6 appropriate, and the use of population sampling.

7 (4) The recommendations shall include a timeline for test
8 development, and shall include cost estimates for subject areas, as
9 appropriate.

10 (5) Upon approval by the state board and the appropriation of
11 funding for this purpose, the Superintendent shall develop and
12 administer approved assessments. The state board shall approve
13 test blueprints, achievement level descriptors, testing periods,
14 performance standards, and a reporting plan for each approved
15 assessment.

16 (6) The Superintendent shall convene an advisory panel,
17 consisting of, but not necessarily limited to, secondary teachers,
18 school administrators, school board members, parents, a student
19 chosen from among the two finalists who were not appointed by
20 the Governor to serve as the student member on the state board
21 pursuant to Section 33000.5, representatives of a dropout recovery
22 charter school operating pursuant to subdivision (f) of Section
23 47605.1, measurement experts, and individuals with expertise in
24 assessing English learners and pupils with disabilities, to provide
25 recommendations to the Superintendent on the continuation of the
26 high school exit examination, described in Chapter 9 (commencing
27 with Section 60850), and on alternative pathways to satisfy the
28 high school graduation requirements pursuant to Sections 51224.5
29 and 51225.3.

30 (d) For the 2013–14 and 2014–15 school years, the department
31 shall make available to local educational agencies Standardized
32 Testing and Reporting Program test forms no longer required by
33 the CAASPP. The cost of implementing this subdivision, including,
34 but not necessarily limited to, shipping, printing, scoring, and
35 reporting per pupil shall be the same for all local educational
36 agencies, and shall not exceed the marginal cost of the assessment,
37 including any cost the department incurs to implement this section.
38 A local educational agency that chooses to administer an
39 assessment pursuant to this subdivision shall do so at its own

1 expense, and shall enter into an agreement for that purpose with
2 a contractor, subject to the approval of the department.

3 (e) The Superintendent shall make available a paper and pencil
4 version of any computer-based CAASPP assessment for use by
5 pupils who are unable to access the computer-based version of the
6 assessment for a maximum of three years after a new operational
7 test is first administered.

8 (f) (1) From the funds available for that purpose, each local
9 educational agency shall administer assessments to each of its
10 pupils pursuant to subdivision (b). As allowable by federal statute,
11 recently arrived English learner pupils are exempted from taking
12 the assessment in English language arts. The state board shall
13 establish a testing period to provide that all schools administer
14 these tests to pupils at approximately the same time during the
15 instructional year. The testing period established by the state board
16 shall take into consideration the need of local educational agencies
17 to provide makeup days for pupils who were absent during testing,
18 as well as the need to schedule testing on electronic computing
19 devices.

20 (2) For the 2013–14 school year, each local educational agency
21 shall administer the field tests in a manner described by the
22 department in consultation with the president or executive director
23 of the state board. Additional participants in the field test beyond
24 the representative sample may be approved by the department, and
25 the department shall use existing contract savings to fund local
26 educational agency participation in one or more tests per
27 participant. Funds for this purpose shall be used to allow for
28 maximum participation in the field tests across the state. To the
29 extent savings in the current contract are not available to fully fund
30 this participation, the department shall prorate available funds by
31 test. Local educational agencies shall bear any additional costs to
32 administer these assessments that are in excess of the contracted
33 amount. With the approval of the state board and the Director of
34 Finance, the department shall amend the existing assessment
35 contract to accommodate field testing beyond the representative
36 sample, and to allow for special studies using information collected
37 from the field tests.

38 (g) From the funds available for that purpose, each local
39 educational agency shall administer assessments as determined by
40 the state board pursuant to paragraph (5) of subdivision (c).

1 (h) As feasible, the CAASPP field tests shall be conducted in
2 a manner that will minimize the testing burden on individual
3 schools. The CAASPP field tests shall not produce individual pupil
4 scores unless it is determined that these scores are valid and
5 reliable.

6 (i) The governing board of a school district may administer
7 achievement tests in grades other than those required by this section
8 as it deems appropriate.

9 (j) Subject to the approval of the state board, the department
10 may make available to local educational agencies a primary
11 language assessment aligned to the English language arts standards
12 adopted pursuant to Section 60605, as it read on January 1, 2013,
13 for assessing pupils who are enrolled in a dual language immersion
14 program that includes the primary language of the assessment and
15 who are either nonlimited English proficient or redesignated fluent
16 English proficient until a subsequent primary language assessment
17 aligned to the common core standards in English language arts
18 adopted pursuant to Section 60605.8 is developed pursuant to
19 paragraph (5) of subdivision (b). The cost for the assessment shall
20 be the same for all local educational agencies and shall not exceed
21 the marginal cost of the assessment, including any cost the
22 department incurs to implement this section. A local educational
23 agency that elects to administer a primary language assessment
24 pursuant to this subdivision shall do so at its own expense and
25 shall enter into an agreement for that purpose with the state testing
26 contractor, subject to the approval of the department.

27 (k) Pursuant to Section 1412(a)(16) of Title 20 of the United
28 States Code, individuals with exceptional needs, as defined in
29 Section 56026, shall be included in the testing requirement of
30 subdivision (b) with appropriate accommodations in administration,
31 where necessary, and the individuals with exceptional needs who
32 are unable to participate in the testing, even with accommodations,
33 shall be given an alternate assessment.

34 (l) (1) The Superintendent shall apportion funds appropriated
35 for these purposes to local educational agencies to enable them to
36 meet the requirements of subdivisions (b) and (c).

37 (A) For the CAASPP field tests administered in the 2013–14
38 school year or later school years, the Superintendent shall apportion
39 funds to local educational agencies if funds are specifically
40 provided for this purpose in the annual Budget Act.

1 (B) The Superintendent shall apportion funds to local
2 educational agencies to enable them to administer assessments
3 used to satisfy the voluntary Early Assessment Program in the
4 2013–14 school year pursuant to paragraph (4) of subdivision (b).

5 (2) The state board annually shall establish the amount of
6 funding to be apportioned to local educational agencies for each
7 test administered and annually shall establish the amount that each
8 contractor shall be paid for each test administered under the
9 contracts required pursuant to Section 60643. The amounts to be
10 paid to the contractors shall be determined by considering the cost
11 estimates submitted by each contractor each September and the
12 amount included in the annual Budget Act, and by making
13 allowance for the estimated costs to local educational agencies for
14 compliance with the requirements of subdivisions (b) and (c). The
15 state board shall take into account changes to local educational
16 agency test administration activities under the CAASPP, including,
17 but not limited to, the number and type of tests administered and
18 changes in computerized test registration and administration
19 procedures, when establishing the amount of funding to be
20 apportioned to local educational agencies for each test
21 administered.

22 (3) An adjustment to the amount of funding to be apportioned
23 per test shall not be valid without the approval of the Director of
24 Finance. A request for approval of an adjustment to the amount
25 of funding to be apportioned per test shall be submitted in writing
26 to the Director of Finance and the chairpersons of the fiscal
27 committees of both houses of the Legislature with accompanying
28 material justifying the proposed adjustment. The Director of
29 Finance is authorized to approve only those adjustments related
30 to activities required by statute. The Director of Finance shall
31 approve or disapprove the amount within 30 days of receipt of the
32 request and shall notify the chairpersons of the fiscal committees
33 of both houses of the Legislature of the decision.

34 (m) For purposes of making the computations required by
35 Section 8 of Article XVI of the California Constitution, the
36 appropriation for the apportionments made pursuant to paragraph
37 (1) of subdivision (l), and the payments made to the contractors
38 under the contracts required pursuant to Section 60643 or
39 subparagraph (C) of paragraph (1) of subdivision (a) of Section
40 60605 between the department and the contractor, are “General

1 Fund revenues appropriated for school districts,” as defined in
2 subdivision (c) of Section 41202, for the applicable fiscal year,
3 and included within the “total allocations to school districts and
4 community college districts from General Fund proceeds of taxes
5 appropriated pursuant to Article XIII B,” as defined in subdivision
6 (e) of Section 41202, for that fiscal year.

7 (n) As a condition to receiving an apportionment pursuant to
8 subdivision (I), a local educational agency shall report to the
9 Superintendent all of the following:

10 (1) The pupils enrolled in the local educational agency in the
11 grades in which assessments were administered pursuant to
12 subdivisions (b) and (c).

13 (2) The pupils to whom an achievement test was administered
14 pursuant to subdivisions (b) and (c) in the local educational agency.

15 (3) The pupils in paragraph (1) who were exempted from the
16 test pursuant to this section.

17 (o) The Superintendent and the state board are authorized and
18 encouraged to assist postsecondary educational institutions to use
19 the assessment results of the CAASPP, including, but not
20 necessarily limited to, the grade 11 consortium summative
21 assessments in English language arts and mathematics, for
22 academic credit, placement, or admissions processes.

23 (p) Subject to the availability of funds in the annual Budget Act
24 for this purpose, and exclusive of the consortium assessments, the
25 Superintendent, with the approval of the state board, annually shall
26 release to the public test items from the achievement tests pursuant
27 to Section 60642.5 administered in previous years. Where feasible
28 and practicable, the minimum number of test items released per
29 year shall be equal to 25 percent of the total number of test items
30 on the test administered in the previous year.

31 (q) On or before July 1, 2014, Sections 850 to 868, inclusive,
32 of Title 5 of the California Code of Regulations shall be revised
33 by the state board to conform to the changes made to this section
34 in the first year of the 2013–14 Regular Session. The state board
35 shall adopt initial regulations as emergency regulations to
36 immediately implement the CAASPP assessments, including, but
37 not necessarily limited to, the administration, scoring, and reporting
38 of the tests, as the adoption of emergency regulations is necessary
39 for the immediate preservation of the public peace, health, safety,
40 or general welfare within the meaning of Section 11346.1 of the

1 Government Code. The emergency regulations shall be followed
2 by the adoption of permanent regulations, in accordance with the
3 Administrative Procedure Act (Chapter 3.5 (commencing with
4 Section 11340) of Part 1 of Division 3 of Title 2 of the Government
5 Code).

O

**Yolo COE
Regular Meeting
Tuesday, July 23, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

4.3. Dan Jacobs Update

Type:

Informational

Description:

Superintendent Garth Lewis will present this item.

Recommended Motion:

For Information only.

**Yolo COE
Regular Meeting
Tuesday, July 23, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

4.4. Alternative Education Attendance Reports

Type:

Informational

Description:

Renee Collins, Director of Student Services, will be presenting the attendance reports for Alternative Education.

Recommended Motion:

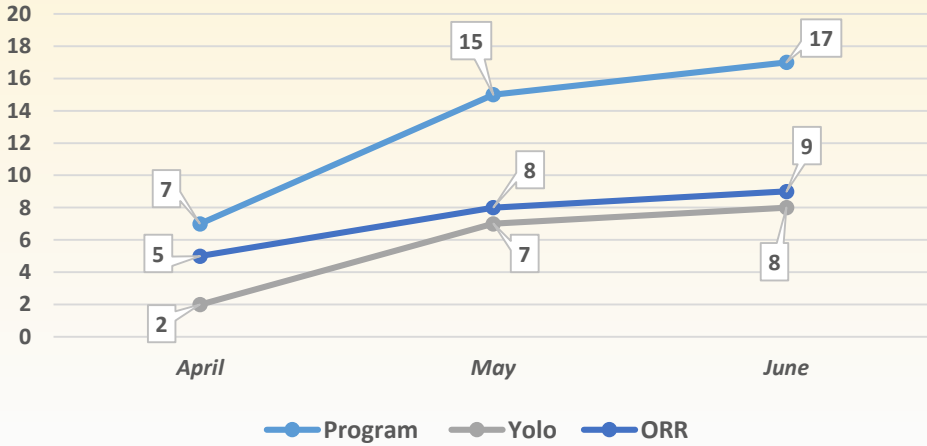
Information only.

Attachments:

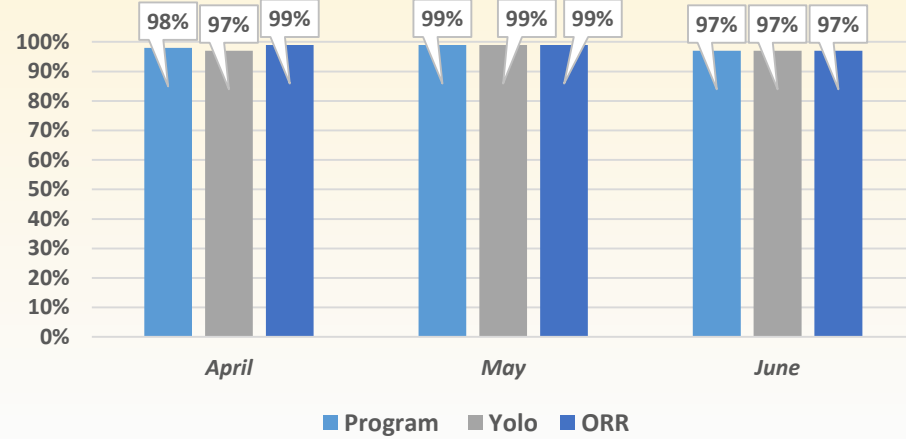
1. Attendance Reports

2018-2019 Dan Jacobs School Attendance Month 10-12

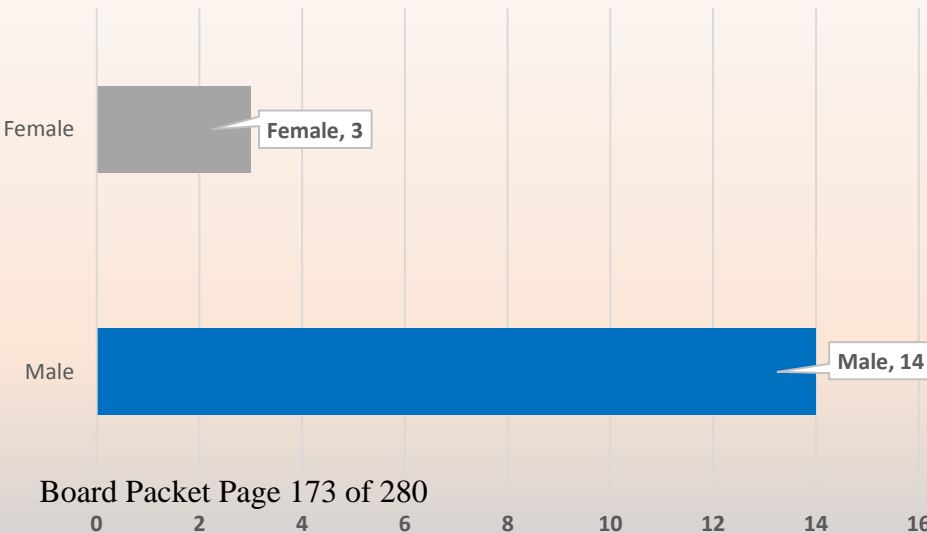
Enrollment Totals (#)
Attendance Period 3/25/2019 - 6/14/2019



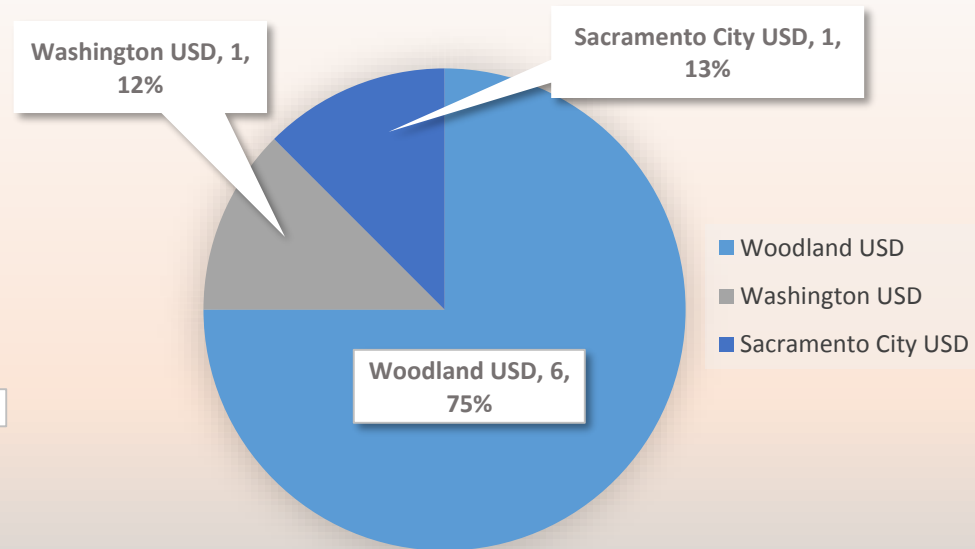
Average Attendance (%)
Attendance Period 3/25/2019 - 6/14/2019



Gender
3/25/2019- 6/14/2019

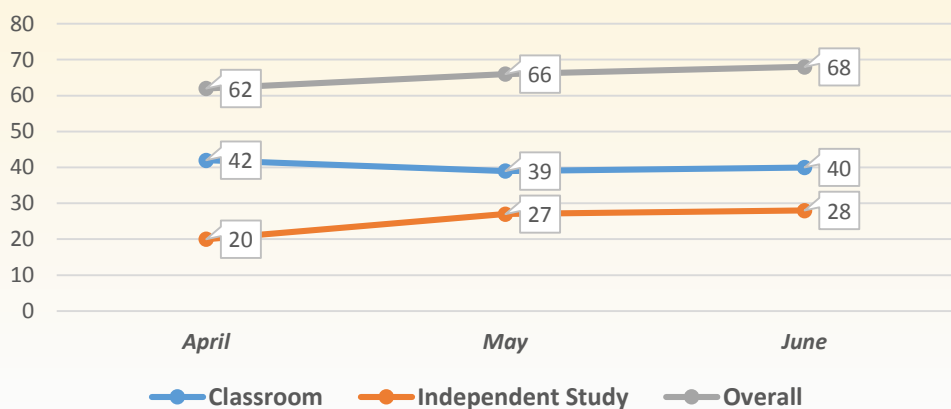


School District of Residence

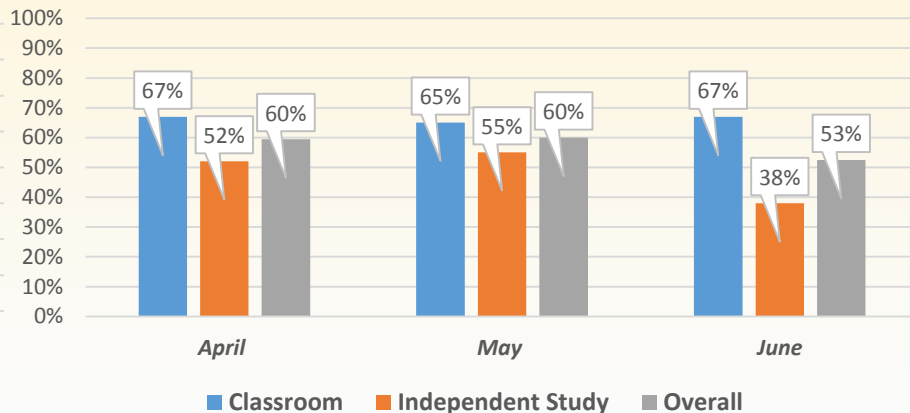


2018-2019 Cesar Chavez Community School - Woodland Attendance Month 8 - 10

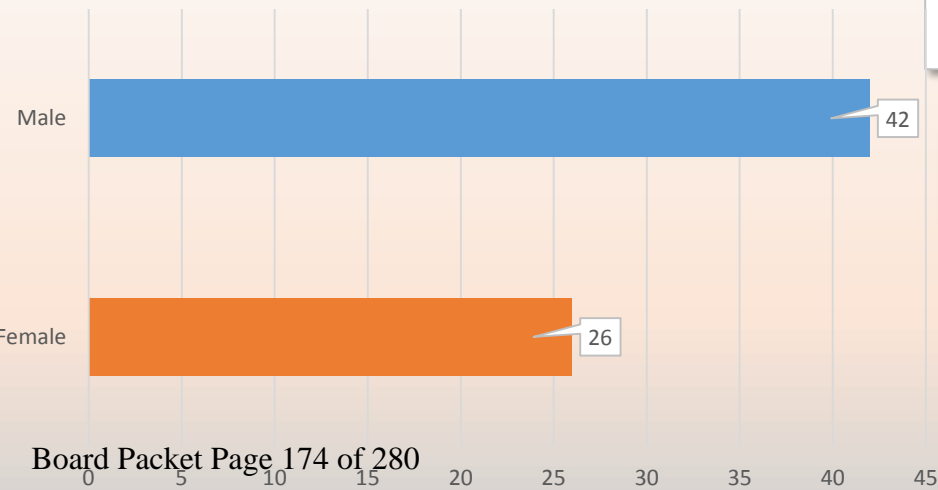
Enrollment Totals (#)
Attendance Period 3/18/2019 - 6/7/2019



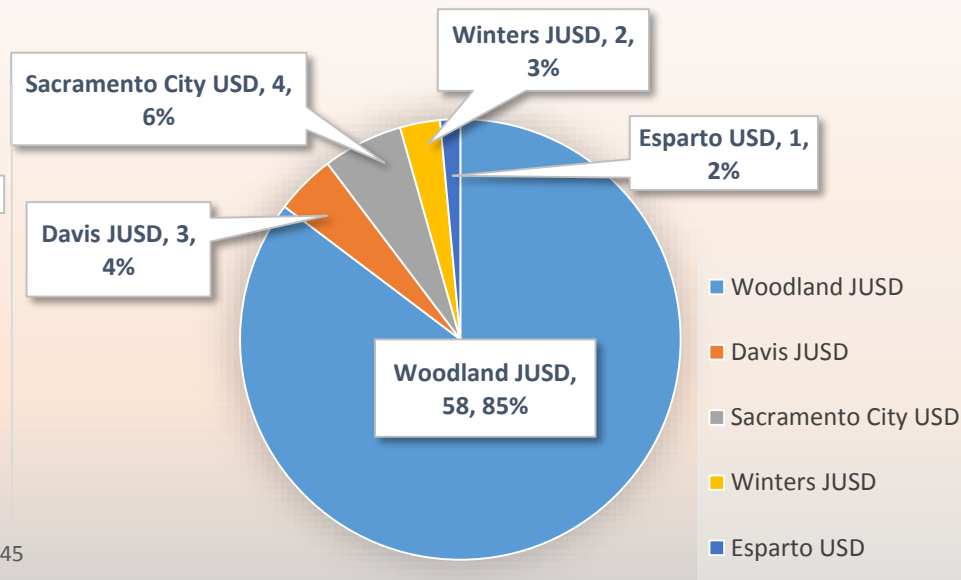
Average Attendance (%)
Attendance Period 3/18/2019 - 6/7/2019



Gender
3/18/2019 - 6/7/2019

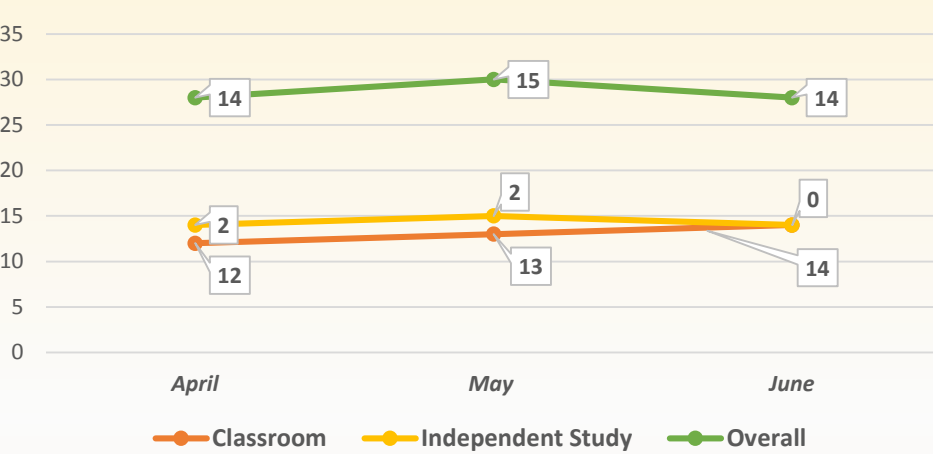


School District of Residence

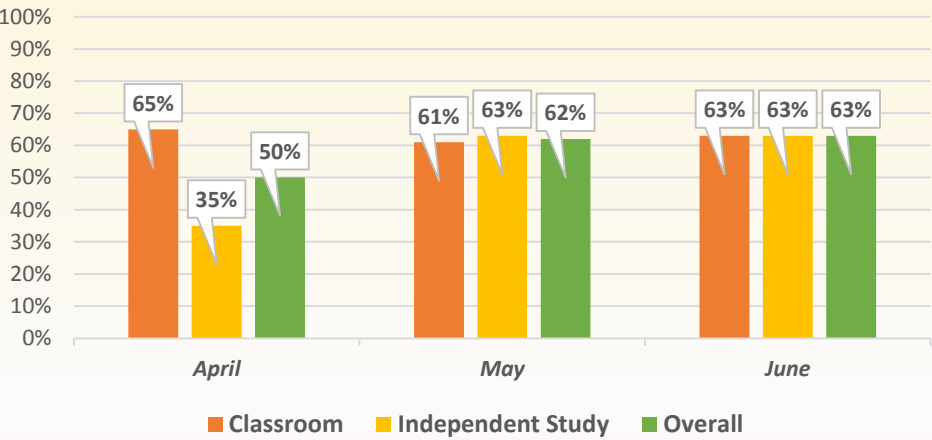


2018-2019 Cesar Chavez Community School – West Sac Attendance Month 8 – 10

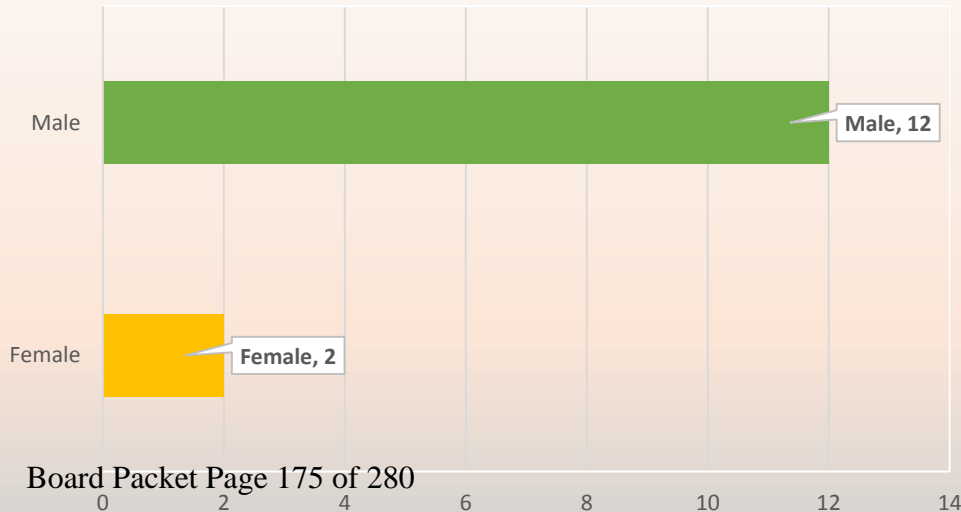
Enrollment Totals (#)
Attendance Period 3/11/2019 - 5/31/2019



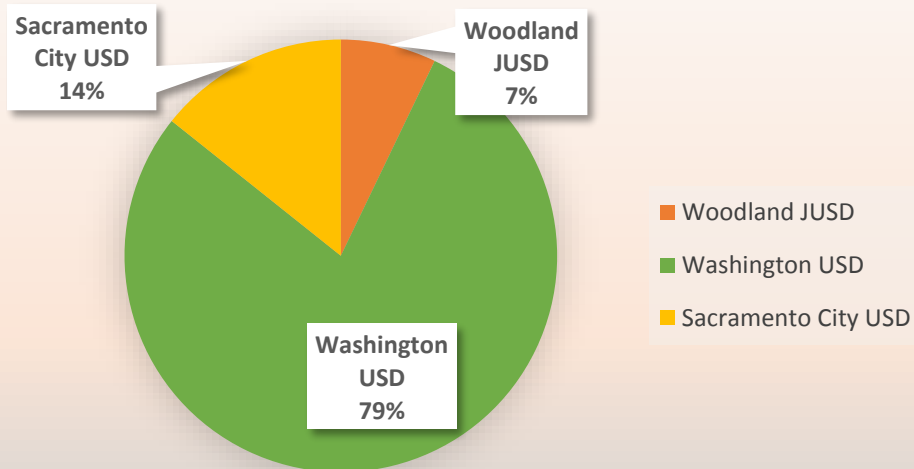
Average Attendance (%)
Attendance Period 3/11/2019 - 5/31/2019



Gender
3/11/2019 - 5/31/2019

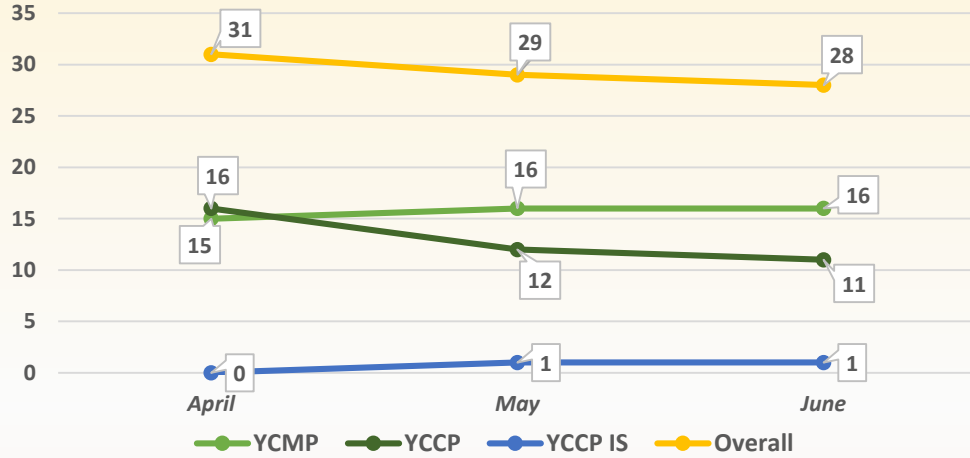


School of Residence

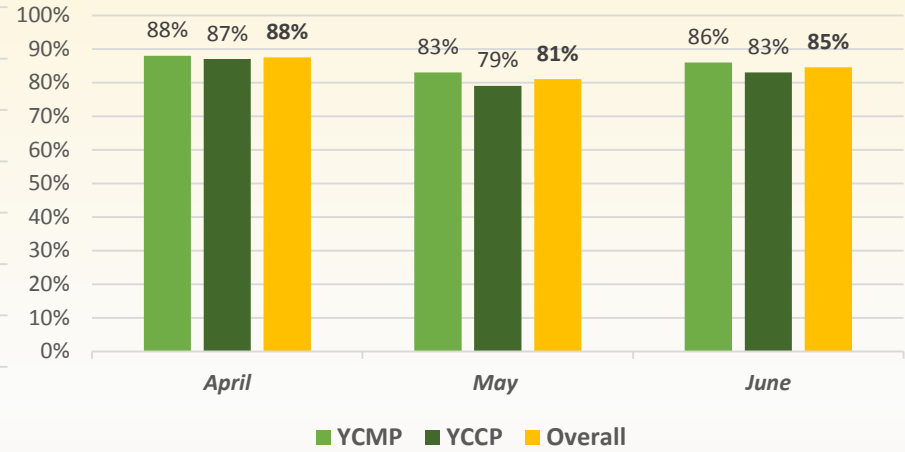


2018-2019 YCCA (Yolo County Career Academy) Attendance Month 8 – 10

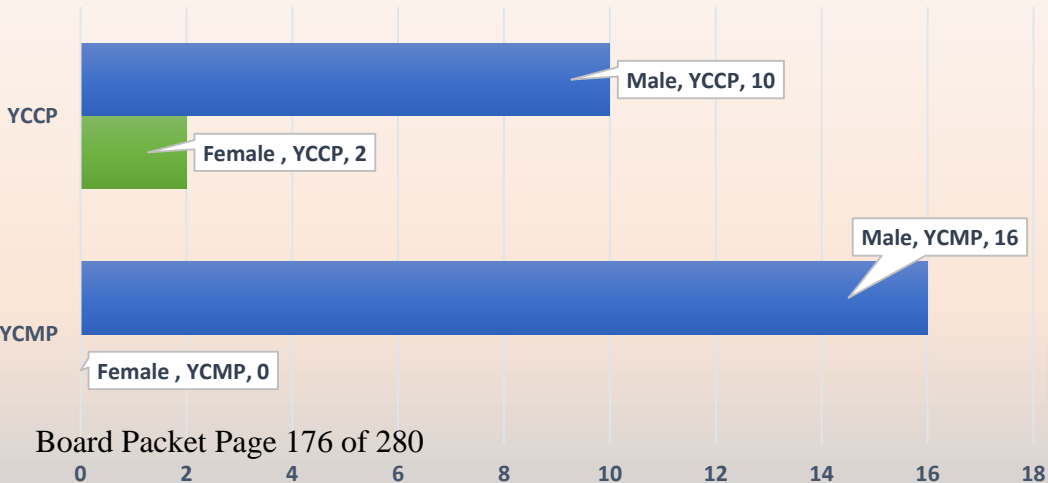
Enrollment Totals (#)
Attendance Period 3/18/2019 - 6/7/2019



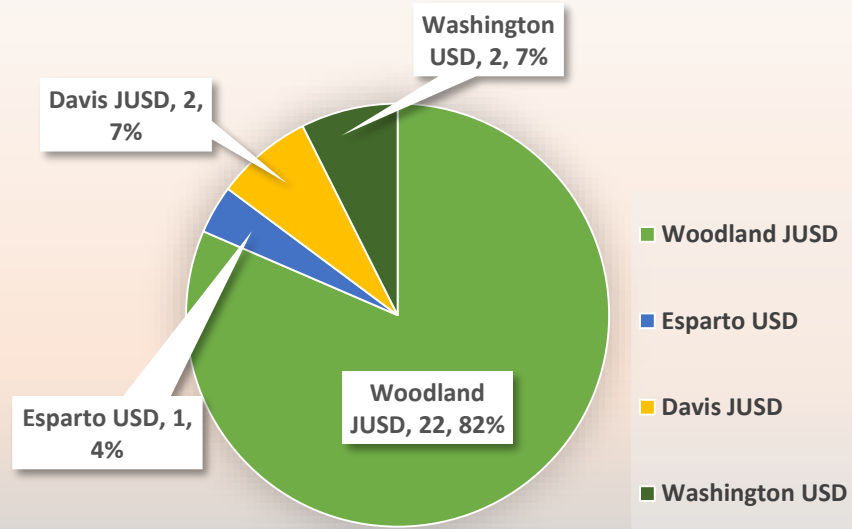
Average Attendance (%)
Attendance Period 3/18/2019 - 6/7/2019



Gender
3/18/2019 - 6/7/2019



School District of Residence



Yolo COE
Regular Meeting
Tuesday, July 23, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center

4.5. Superintendent Resolution #18-19/01: LEA Plan for Yolo County Career Academy Charter School

Type:

Informational

Quick Summary/Abstract:

Item to be presented for information in accordance with Education Code 47604.33(a)(2).

Description:

Micah Studer, Executive Director, Equity & Support Services will present this item.

The LEA Plan (LCAP, Consolidated Application, LCAP Federal Addendum) for Yolo County Career Academy was approved by the Yolo County Superintendent of Schools, Garth Lewis, at the recommendation of the Yolo County Career Academy Executive Board. Superintendent Garth Lewis signed Resolution #18-19/01: LEA Plan on June 28, 2019. The approved Yolo County Career Academy Local Control Accountability Plan is now being shared with the Yolo County Office of Education Board as an information item in accordance with Education Code 47604.33 (a)(2) which states:

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

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

Recommended Motion:

There is no recommended motion at this time.

Attachments:

1. Resolution #19/20-
2. Local Control Accountability Plan for Yolo County Career Academy Charter School
3. YCCA Con App 19-20
4. YCCA Federal Addendum



**Yolo County Superintendent of Schools
Yolo County Career Academy Executive Board**

Resolution #18-19/01: LEA Plan

WHEREAS, the Yolo County Career Academy Executive Board is granted the authority by the charter petition to recommend actions to the Yolo County Superintendent of Schools for approval; and

WHEREAS, the Yolo County Superintendent is granted the authority of the “governing body” by the charter petition; and

WHEREAS, the Yolo County Career Academy Executive Board has convened in open session on June 11th, 2019, and June 18th, 2019 to meet the statutory requirements contained in Education Code 52062 regarding public hearing and adoption of the Local Control Accountability Plan; and

WHEREAS, the LCAP Federal Addendum and Consolidated Application are required to constitute a full Local Education Agency Plan as outlined in the Every Student Succeeds Act; and

WHEREAS, the Yolo County Career Academy Executive Board have taken action to recommend the Local Control Accountability Plan 2019-2020, LCAP Federal Addendum 2019-2020, and Consolidated Application 2019-2020 to the Yolo County Superintendent of Schools for approval;

NOW, THEREFORE BE IT RESOLVED, that the Yolo County Superintendent of School hereby accepts to the Yolo County Career Academy Executive Board’s recommendation and hereby approves the Local Control Accountability Plan 2019-2020.

BE IT FURTHER RESOLVED, that the Yolo County Superintendent of School hereby accepts to the Yolo County Career Academy Executive Board’s recommendation and hereby approves the LCAP Federal Addendum 2019-2020.

BE IT FURTHER RESOLVED, that the Yolo County Superintendent of School hereby accepts to the Yolo County Career Academy Executive Board’s recommendation and hereby approves the Consolidated Application 2019-2020.

PASSED AND ADOPTED by the Yolo County Superintendent of Schools on June 28, 2019.

A handwritten signature in black ink, appearing to read "Garth Lewis".

Garth Lewis
Yolo County Superintendent of Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yolo County Career Academy

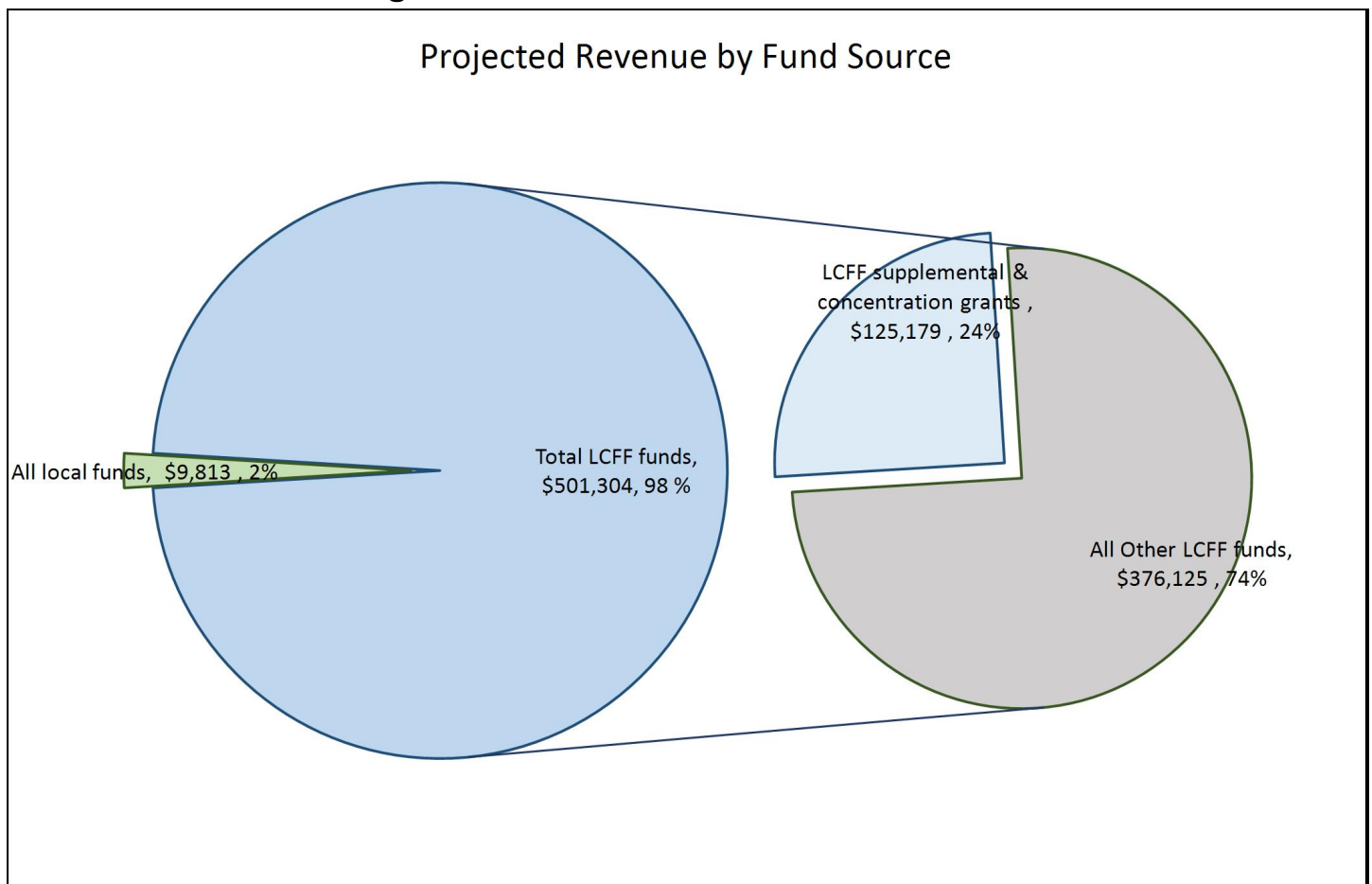
CDS Code: 57 10579 0137422

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Renee Collins, Director, Student Services

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

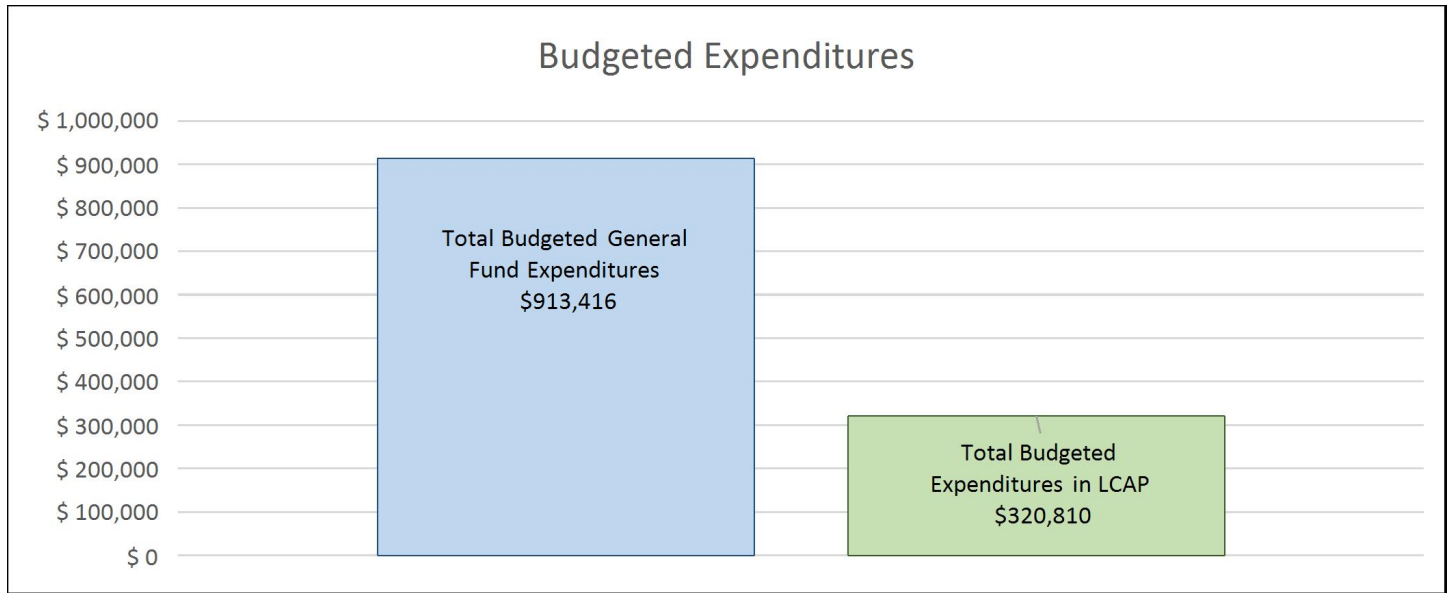


This chart shows the total general purpose revenue Yolo County Career Academy expects to receive in the coming year from all sources.

The total revenue projected for Yolo County Career Academy is \$511,117, of which \$501,304 is Local Control Funding Formula (LCFF), \$0 is other state funds, \$9,813 is local funds, and \$0 is federal funds. Of the \$501,304 in LCFF Funds, \$125,179 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Yolo County Career Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Yolo County Career Academy plans to spend \$913,416 for the 2019-20 school year. Of that amount, \$320,810 is tied to actions/services in the LCAP and \$592,606 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

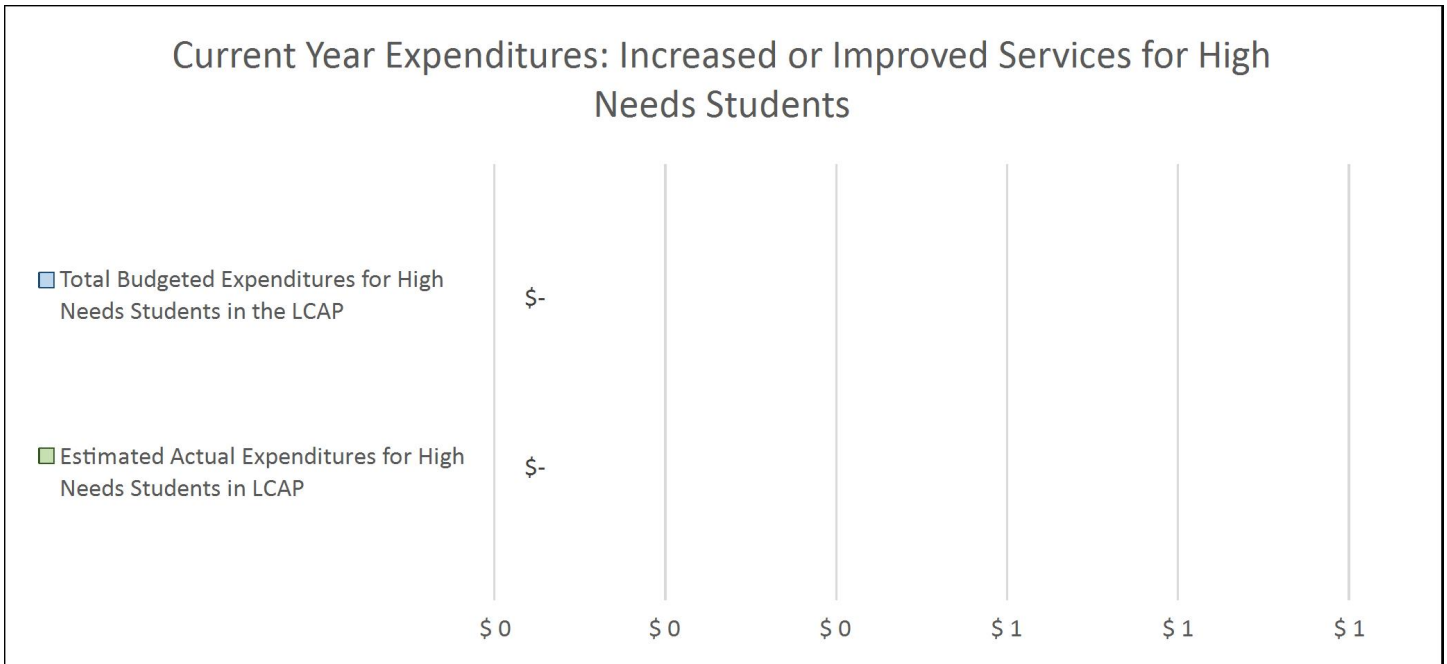
Funding for the base education program including but not limited to personnel salaries, facilities, and other generic operating costs were not included in the LCAP.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Yolo County Career Academy is projecting it will receive \$125,179 based on the enrollment of foster youth, English learner, and low-income students. Yolo County Career Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Yolo County Career Academy plans to spend \$125,179 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Yolo County Career Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Yolo County Career Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Yolo County Career Academy's LCAP budgeted \$0 for planned actions to increase or improve services for high needs students. Yolo County Career Academy estimates that it will actually spend \$0 for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

LEA Name	Contact Name and Title	Email and Phone
Yolo County Career Academy	Renee Collins Director, Student Services	renee.collins@ycoe.org 530-668-3775

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Yolo County is located in the heart of Northern California’s farming community, nestled in the Central Valley near the Sacramento River Delta. The Yolo County Office of Education (YCOE) is positioned in Woodland, the county seat, and is situated roughly 20 miles west of Sacramento. YCOE provides oversight to the Yolo County Career Academy (YCCA) Charter School. The city of Woodland has a population of 57,432 and the majority of our students reside within the attendance boundaries of the Woodland Joint Unified School District. Nearby, Davis is a bike-friendly college town and home to the University of California at Davis, whose local school district ranks in the top 100 in the state. The city of West Sacramento sits to the south and west of Woodland, just across the river from the Sacramento. Winters is the smallest of the four incorporated cities in the county and is situated at the base of the Vaca Mountains. Yolo County also encompasses many other agricultural towns such as Esparto, Dunnigan, Madison, Knights Landing, Clarksburg, Guinda, Monument Hills and Yolo.

Yolo County’s population has been growing at a steady incline thanks to affordable housing and its commutable proximity to both Sacramento and the San Francisco Bay Area. The YCCA Charter School is in its first year of existence. The school opened in a temporary facility located at the Yolo County Office of Education main office at 1280 Santa Anita Court Woodland, California 95776. The YCCA Charter School is awaiting the completion of construction of its new facilities which is slated to open during the week of April 29, 2019 on the YCOE property in Suite 190. Currently there is one academic classroom located near the conference center at YCOE and another classroom located on the campus of Cesar Chavez Community School, 255 E. Beamer St. Woodland, California 95695.

The YCCA Charter School’s mission is to provide a high-quality educational program that empowers students to earn a high school diploma while acquiring college and career readiness skills that lead to engaged citizenship, highly skilled workers, and leaders in our community. The YCCA Charter

School has partnered with the Workforce Investment Board, school districts, local businesses, industries and other allies to achieve this mission. Students are engaged through work-based, relationship-focused, innovative and rigorous learning experiences resulting in graduates who are “ready for college and a career.” The YCCA Charter School serves students ages 16 through 24 years of age that have not yet obtained a high school diploma. Students are served through programs provided in locations within Yolo County. Students attending the YCCA Charter School have the opportunity to choose a career pathway in Construction (YCCP) or Manufacturing (YCMP). Additional pathways are scheduled to be added to the YCCA Charter School program in the forthcoming years.

The YCCA Charter School is governed by the YCOE and the curriculum is delivered by a fully credentialed teaching staff. All students in the YCCA Charter School enroll voluntarily. Students enrolled in the YCCP program typically have a history of incarceration, or a violation of probation. The majority of students who attend YCMP have a history of truancy, poor attendance, and/or are credit deficient. Some students who attend the YCCA Charter School have been expelled from their districts, as well.

The YCCA Charter School Manufacturing Program (YCMP) enjoys a partnership with Marquez Design, to provide Career Technical Education (CTE). All curriculum is delivered through a workforce development lens and features real-world examples of manufacturing and product development trades. Students from the Yolo County area are given access to a high quality educational program that focuses on skills needed to enter the manufacturing and product development with a blended curriculum whereby academic instruction supports CTE. The instruction provides students the opportunity to gain an in-depth understanding of the manufacturing and product development trade. The partnership with Marquez Designs enables our students to learn the current trends of the trade and what is expected of them once employed. Students are enrolled in core academic classes for completion of their high school diploma.

The YCCA Charter School Construction Program (YCCP) is a highly successful, collaborative, and engaging Building and Construction Trades program designed to serve youth who are under the jurisdiction of the juvenile justice system. The YCCP includes educational, pre-apprenticeship, and rehabilitative components. Participating youth attend a specialized classroom in the morning and a productive work program in the afternoon, for which they are paid. If the students do not successfully complete a specific number of assignments each morning, they are unable to participate in their afternoon job and their pay is adjusted accordingly. Students are given a variety of ways to earn credits using an on-line curriculum program, Edgenuity, or the YCOE approved text book list.

The program is designed and operated by the YCOE in partnership with the Yolo County Probation Department and Northern California Construction Training (NCCT). The YCOE oversees the classroom; the nonprofit Communicare Health Center provides treatment services via an on-site counselor to help the youths with any health-related issues, including mental/emotional support, as needed; and NCCT provides the work site and pre-apprenticeship training. As part of their 20-hour a week job, students are building everything from storage sheds, to park benches for the county, and dog houses for local animal shelters.

The YCOE Special Education department works with the YCCA Charter School students who have academic support needs. A special education paraeducator works with students using the push-pull model to support students who have Individual Education Plans (IEP)s. The staff members’ responsibilities range from meeting students’ learning needs, addressing learning disabilities, and overseeing IEP and 504 plans. The special education teachers facilitate student interventions with SST meetings and IEP meetings with parents, school administrators, and staff members. The

special education program is an important link between parents, general education teachers, school administrators, and outside agencies which provide the services and educational opportunities to meet diverse student disability requirements.

History/Social Studies Students will understand and apply civic, historical, economic, and geographical knowledge in order to serve as participating citizens in today's world of diverse cultures in both workplace and educational settings. Students will utilize key skills such as reading comprehension, critical thinking, problem solving, analyzing and applying knowledge, and using technology effectively. Students will learn historical concepts through domain-specific informational texts. Students will be expected to learn through the texts rather than simply referring to them, and use primary and secondary source documents in research and critical thinking exercises. Students will also build their academic vocabulary while accessing complex texts. Real-world projects will allow students to apply this knowledge to their own lives in the 21st century.

Competency will be demonstrated in benchmark and summative assessments for each course and culminate in the presentation of Senior Projects that represent a broad sampling of student learning. Students' mastery of the standards and their developed skills will be showcased in their Senior Projects. The application of college and career anchor standards, so essential in the core content areas, will lend themselves to the Senior Projects and Creative Technology as well as the Final Presentation where students practice their listening and speaking skills.

Assignments will be aligned to the state standards, so students and teachers can track the mastery of any particular standard in any content area assignment. Students will leave YCCA with a solid academic knowledge base in literacy and presentation skills, as well as marketable career and technical skills, increased academic confidence, and a high school diploma. The value and reward of this program will be its proven ability to dramatically improve the career opportunities and quality of life prospects for this student population.

In its first year, YCCA has had a total enrollment of 55 students. Demographics for this student group are included below.

YCCA Student Enrollment by Age:

Age 16 = 15

Age 17 = 23

Age 18 = 16

Age 22 = 1

Total = 55

YCCA Student Enrollment by Ethnicity:

Hispanic: 42

American Indian or Alaskan Native: 3

African American: 3

Native Hawaiian or Other Pacific Islander: 1

White: 6

English learner students: 10

Students with disabilities: 2

Socioeconomically disadvantaged: 55

Yolo County Career Academy serves youth ages 16-24 from across Yolo County. The five (5) Yolo County districts refer students as appropriate to the program. All students who have a goal of earning a high school diploma and gaining family-sustaining career skills are welcome to enroll.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The key features of this year's LCAP are the focus on three key goals identified by stakeholders in the writing of the charter petition and carried through to the LCAP. Goal 1 highlights how YCCA will provide high quality curriculum and instruction focused on college and career readiness. Goal 2 highlights individualized learning plans and outcomes and the development of 21st Century skills with the support from intervention and wrap-around services. And, Goal 3 highlights how YCCA will work to provide a safe, inclusive and clean environment in which students can learn and thrive and in which families can engage with students in their learning plans.

The YCCA Charter School offers a unique opportunity for students enrolled in the Manufacturing and Product Design and Commercial and Residential Construction CTE pathways. The 2019-2020 LCAP helps focus our team's work on areas of growth across the school that have been identified through the WASC self-study process and through multiple stakeholder meetings in the development of the LCAP.

Students come in at varying levels of deficit after struggling at main stream schools. Students are given access to direct instruction whereby the curriculum is blended with industry. The small class size reaffirms the school's commitment to meeting student needs and to the building of strong classroom cultures where students feel equally invested in helping each other succeed. Students have the opportunity to apply for an extended day, industry sponsored, paid fellowship.

The structure of the courses are combined to demonstrate best practices for industry-based instruction, while taking advantage of the talent of the students who work well with a hands-on approach. The instructors of the CTE courses are industry experts and hold a designated CTE credential in their industry sector. Students are able to access courses taught by instructors who are presently working in their respective trade. By having this type of approach in our curriculum with the manufacturing and product development component, the school has seen an improvement in student academic outcomes, attendance and the expansion of students wanting to go to either college or a trade school.

Students in the Construction pathway, in partnership with Yolo County Probation, earn a stipend for completing daily tasks as set forth by the program requirements. There has been notable improvement in student behaviors, attendance, and academic grades. Students who historically have had difficulties with school and law enforcement are now making decisions for the betterment of their future. Graduation for some students is becoming a reality. The stipend has assisted in the attraction of students wanting to be part of the program.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Although the state provides no data for YCCA via the California Dashboard, our local data and stakeholder feedback identify the following areas of greatest progress:

1. The YCCA Charter School had four (4) students who have met graduation requirements for school year 2018-19.
2. The YCCA Charter School program is a high priority for the Yolo County Board of Trustees and their actions reflect the support for the instructional programs at the Charter School.
3. The Alternative Education programs have received the SUMS (Cohort 3 MTSS) grant to help facilitate our multi-tiered system of supports for students and staff. MTSS is a tiered system of support for all youth based upon individual need. One hundred percent of students in the Construction program, YCCP, receive social-emotional counseling through Communicare. In 19-20, YCCA will expand health services through Communicare to the Manufacturing program, YCMP.
4. The Alternative Education programs and staff have created and built strong relationships with community partners and agencies such as; Yolo Arts, Yolo County Probation, Communicare, Yolo County Health and Human Services, California Endowment, All Leaders Must Serve, Davis Culture C.O.-O.P., Sacramento Area Youth Speaks, GPS Social Enterprises and Yolo County Public Defenders Office.
5. There is a highly collaborative environment for decision-making and shared understanding of curriculum delivery between administration and faculty.
6. The school's weekly collaborative meetings provide faculty a continuum to discuss program needs, instructional materials needs, and/or concerns or questions. Our Professional Development days are scheduled throughout the year on Wednesday afternoons and have given our teachers and staff a chance to collaborate with community leaders and partners around the topic of culturally relevant curriculum to better serve our youth.
7. The Yolo County Office of Education provides opportunities for staff development for alternative education school administration and faculty. Fifteen staff participated in 16 hours of training around cultural relevancy offered by Sandy Holman and Dr. Vajra Watson.
8. There is a strong and positive engagement between students and staff in classroom activities.
9. The school's Principal, Vice Principal, Counselor, Youth Advocate, and the College and Career Readiness staff are committed and dedicated to the educational services and successes of our youth.

10. There is a unified agreement on the school's Vision and Mission Statements.

11. The School-wide Learner Outcomes: It is the goal of the Charter School that all students from YCCA become:

Self-directed learners who:

- * Acquire and apply time management skills
- * Take initiative and persevere to work both independently and collaboratively in applying knowledge and skills
- * Integrate media and technology effectively as part of their learning process
- * Think independently and reflect upon behavior while learning to promote intellectual, physical, and emotional growth
- * Demonstrate responsibility and accountability for their actions
- * Plan for achieving future goals

Contributing citizens who:

- * Demonstrate decision-making skills that reflect character, respect, integrity, compassion, and a strong work ethic
- * Connect to their community to help resolve real-world problems and make a positive impact
- * Share responsibilities and are mindful of the opinions and contributions of others
- * Appreciate diversity in our 21st-century global society

Effective communicators who:

- * Listen and read to understand
- * Ask questions and engage in discussion to create, inform, defend, or expand knowledge
- * Articulate ideas clearly, both orally and in writing, using language, media, and technology

Yolo County Career Academy Charter School brought together in May of 2019 all significant stakeholders from education, industry, community, parents and students and collaborated on a self assessment of the strengths, progress, and gaps within the Charter School during the WASC process and stakeholder collaboration meetings.

In order to build on the current success we are experiencing in our programs, we will design and implement a variety of systems to ensure that our services and actions are aligned with our YCCA mission, vision, and core values, site School-wide Learning Outcomes (SLO's), and leverage our collaborative decision making process. One of our primary strategies for ensuring growth in our system will be to ensure alignment and clear communication of our goals and actions through the School Plan for Student Achievement (SPSA), the WASC three-year action plan, and the LCAP. Regular monitoring and refinement of actions supporting the goals will help drive success and growth in the program.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

As YCCA is in its first year of operation, there is no data available via the California Dashboard. YCCA local data and stakeholder feedback identify the following areas as primary areas of need:(as per WASC initial report 2018/2019 and Gap Analysis from Stakeholders)

1. Chronic Absenteeism - The overall absenteeism rate is low, but it is a continued focus for the program as enrollment grows. Currently, YCCA has an absence rate of 5.5%. YCCA will hire youth advocates to mentor students and assist with transportation.
2. Suspension Rate - The suspension rate for YCCP is 25.81% (8 of 31 students). The suspension rate for YCMP is 0% (0 of 24 students). YCCA would like to reduce the YCCP rate. YCCA will implement PBIS in 19/20.
3. Graduation Rate - The graduation rate for YCCP is 43% (3 of 7 seniors). The graduation rate for YCMP is 33% (1 of 3 seniors). YCCA will pair seniors with mentor teachers/leaders for increased intervention and support.
4. College and Career Readiness - One hundred percent of YCCA students have participated in a concentrator level Career Technical Education (CTE) course. Eight-nine percent (89%) of YCCP and 100% of YCMP students have received college and career transitional services. YCCA will continue to refine the pathways and implement work-ready certificates.
5. There is a need for teaching staff to learn how to integrate academics with career training through project-based learning and blended instruction. YCCA will provide ongoing professional development in project based learning and blended instruction.
6. Social/emotional counselor at the YCMP pathway - YCCA will contract with Communicare for 7 hours/week of support.
7. Transition Specialist focusing on post-secondary education and employment - YCCA will work with the YCOE College and Career Readiness department to develop a system of support.
8. Youth advocate for YCMP pathway students - YCCA will hire an additional para-educator to support students.
9. Greater understanding of the use of data in developing lesson plans and individual student learning goals - Administrators will focus on data driven curriculum in weekly teacher collaboration meetings.
10. Developing and maintaining a consistent systematic approach for continuous improvement through better understanding and use of student performance data. - Administrators will focus on data driven curriculum in weekly teacher collaboration meetings.
11. Implementation of restorative practices - YCCA will train and expand restorative practices through PBIS.
12. Improve our student's ELA and math skills including the development of a student portfolio and record of accomplishment.
13. Continue to increase early exposure to career training, college options, and pre-technical training in an effort to help students to achieve their goals as the workforce demands continuously change in California.
14. Increased classroom observation by administrators to support teachers in implementing teaching strategies and to target further professional development opportunities. Continue to support teachers' understanding of the use of data in developing lesson plans and individual student learning goals.
15. More enrichment opportunities to inspire students' post secondary lives - YCCA will work with the YCOE College and Career Readiness department to develop a system of support.

16. Ensure that all student have access to a computer/laptop for credit recovery - YCCA will refurbish laptops as the population grows and per a purchasing timeline with IT.
17. Teachers need to write cohesive and relevant unit plans tied to the career pathway - Provide teacher work time and support during collaboration meetings.
18. Align WASC, SPSA and LCAP for better program coherence and program monitoring. Administration will work with stakeholders at School Site Council meetings to refine and align goals and actions.
19. Seek greater input from industry stakeholders as the program expands through the creation of an advisory panel of industry partners.
20. An interactive website that facilitates communication with partners - The vice principal will provide over site for the website and communications.
21. Instructional Coach - YCCA will contract with an outside agency on project-based learning.
22. Wifi cards for students to be able to engage in distance learning from home - YCCA will explore feasibility of purchasing wifi cards.

Yolo County Career Charter School brought together in May of 2019 all significant stakeholders from education, industry, community, parents and students and collaborated on a self assessment of the strengths, progress, and gaps within the Charter School during the WASC process and stakeholder collaboration meetings. YCCA Charter School will monitor thru the LCAP and WASC process to build on the needs of the school and successes.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Although the state has no data for YCCA via the California Dashboard, our local data and stakeholder feedback identify the following areas as performance gaps for youth enrolled at YCCA Charter School:

1. Individual attendance rates need to remain high if youth are to attain success. Our target for youth at the Charter School is 90%. YCCA will continue to benefit from a youth advocate assigned to the program and will hire an additional para-educator.
2. Acceleration of literacy and math (numeracy) achievement across our programs needs to occur in order for our students to achieve parity with their peers in the comprehensive setting and ensure success beyond high school. YCCA needs to strengthen curriculum options with new ELA and Math adoptions. YCCA will also continue to expand the use of the online blended learning platform Edgenuity.
3. Implementation and data collection of Individualized learning plans across our program is an area of growth and primary focus as these documents serve as the primary resource to coordinate programs and services for youth and communication tool across systems. Fifty-two (52) percent of students at YCCP and 46% of students at YCMP have completed an individualized learning plan (ILP). Implement protocols and expectations with

teachers for developing a first ILP and a schedule for regular reviews.

4. Industry Certified training - Work with the YCOE College and Career Readiness staff to implement workforce readiness training and certification. Explore industry-recognized certifications in the areas of construction and manufacturing.

5. Designing of successful transition supports in collaboration with community partners remains an area of growth for the next several years as a way to maintain care and programming regardless of the context within which we are serving our students. YCCA will expand and formalize an advisory that invites participation of industry, workforce, post-secondary, and community-based partners.

6. Youth self-regulation, pro-social behavior, & self-advocacy across programs need to occur on a consistent basis as a demonstration of personal growth and readiness for life beyond high school. YCCA will implement Tier I PBIS strategies with all students.

7. Providing transportation services for youth, employing Youth Advocates at our Charter School to assist with mentoring, and partnering with other agencies to complement the educational services we provide. This will be addressed through the advisory team.

8. Developing and implementing a Multi-tiered System of Support to address the academic, social-emotional, and behavioral needs of the youth we serve. YCCA will implement Tier I PBIS strategies with all students in 19/20.

9. Partnering with outside agencies to ensure culturally relevant curriculum is available and delivered to increased student engagement and increase credit completion. Professional Development in project based learning (PBL) and blended instruction. Contract with Sandy Holman, SAYS, and other providers to provided ongoing training in culturally relevant curriculum as well as PBL and blended learning.

10. Collaborate with the College and Career Readiness Department, Program Specialist, Yolo County Probation, and support staff to create a systematic approach to serving youth with an immediate need for transitional support. Currently, there is no defined system.

The gaps will be addressed using the LCAP and WASC process for school improvement.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

YCCA is in its first year of operation and did not receive CSI funding in 18/19.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

YCCA is in its first year of operation and did not receive CSI funding in 18/19.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

YCCA is in its first year of operation and did not receive CSI funding in 18/19.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Expected	Actual
	Yolo County Career Academy Charter School opened in the 18-19 school year. There are no reportable outcomes from the prior year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	Yolo County Career Academy Charter School opened in the 18-19 school year. There are no reportable actions or services from the prior year.		Yolo County Career Academy Charter School opened in 18-19 school year. There are no estimated actual expenditures from the prior year. 0000: Unrestricted Other
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Yolo County Career Academy Charter School opened in the 18-19 school year. There is no reportable implementation of actions or services from the prior year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Yolo County Career Academy Charter School opened in the 18-19 school year. There are no reportable levels of effectiveness for actions or services from the prior year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Yolo County Career Academy Charter School opened in the 18-19 school year. There are no reportable material differences from the prior year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Yolo County Career Academy Charter School opened in the 18-19 school year. There are no reportable changes from the prior year.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Yolo County Career Academy Charter School stakeholder engagement is an integral part of the LCAP process. In our first year of developing the LCAP, the writing team members used feedback from the WASC process, School Site Council Meetings, Executive Board meetings, YCOE administration, and via a collaborative retreat with all partners of Yolo County Career Academy. The meetings are open to the community, parents, students, and staff for feedback concerning our goals, actions and services, and outcomes, along with the budget necessary to provide them. A highlight for the LCAP was the opportunity for a wide variety of stakeholders to participate in a collaborative process in May of 2019.

Alternative Education Administration Meetings – Data was shared and input gathered during administrative meetings throughout the year with school administration teams and the director of curriculum and instruction.

Faculty and Staff Meetings – Starting in November 2018, we reviewed our Charter School petition and began the process of developing our LCAP using the Charter School petition as a guide. Staff meetings were held weekly from November thru June. As part of our agenda we addressed the goals on a monthly basis. Staff was kept apprised of the goals at regularly scheduled meetings. Areas in need of improvement were noted and discussed throughout the year.

School Site Council/DELAC Meetings were held:

- * March 7, 2019
- * April 10, 2019
- * May 15, 2019

Executive Board Meetings were held:

- * April 4, 2019
- * May 2, 2019

The involvement process this year allowed for multiple pathways and opportunities for stakeholders to participate. The pathways included providing input at the March, April, and May Charter School Site Council meetings; The March, April and May

community stakeholder meetings were designed to provide a broad perspective from various stakeholders, i.e. school site staff, school staff, students, parents, and community members.

The agendas for each of these pathways were to review the overall purpose of the LCAP and to provide an update as to progress made toward established goals for this year. Information was provided on goals based on broad categories of conditions of learning, available local data on pupil achievement, and school based information on engagement, activities, and events that reflect improvements in levels of parent involvement, as well as information reflecting school contentedness and school climate.

Board of Directors – Various LCAP Metrics were discussed. Academic achievement, social skill development, attendance progress and actions, as well as updates on facilities and technology were some of the LCAP topics reviewed. Special education and site based intervention were discussed. Meetings are open to the community at large, parents, faculty, staff, and students. Ideas for improvements were discussed. Ideas included better intervention, improved school lunch program, strategies for marketing to increase enrollment, and more consistency with support staff.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The School Site Council identified a need to focus on integrating core curriculum into project based learning in CTE courses (Goal 1, Action 1)

Stakeholders identified the importance of credit recovery and the use of Edgenuity as a way to make up credits. (Goal 1, Action 1, 2)

Stakeholders helped define the need for social-emotional learning to address chronic absenteeism and issues of bullying or harassment at school. (Goal 2, Action 1)

Stakeholders identified the need to highlight student achievement through a variety of systems such as Student of the Month and recognition in a monthly newsletter. (Goal 2, Action 4)

In order to provide equitable access to all students, stakeholders identified a need for home to school transportation. (Goal 2, Action 4)

In order to develop a culture of caring and support, stakeholders identified the need for staff training in and implementation of a positive intervention program. (Goal 3, Action 3)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 1

As per the Yolo County Career Academy Charter School Petition: Provide all students with classroom instruction and curriculum that promote college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

The following identified needs are from Yolo County Career Academy Charter School Petition:

1. Students need instructional strategies that enable them to increase their skill sets in literacy and numeracy (i.e., understanding math concepts and how to apply them) to enable them to access the California State Standards in all content areas and to be career ready.
2. Students need extended learning time, access to technology, informational reading, hands-on learning activities, and personalized instruction.
3. Students need experiences to explore career interests and post-secondary interests, including Career Technical Education learning (A-G requirement not applicable) and field trips to post- secondary institutions, including those offering trade certifications.
4. Students need an educational program that uses data to continuously improve its designed and impact.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percentage of students who make more than a year's worth of progress (50 or more credits).	The state average is 84.6% in 18-19 based on data pulled from the California Dashboard.	The school opened in 18-19 school year. There were no measurable outcomes planned for the 17-18 school year.	The school opened in 18-19 school year. There were no measurable outcomes planned for the 18-19 school year.	Increase graduation rate by 5% annually for all students until YCCA meets the state average.
The percentage of students who make more than one year's growth in a 180 day period on the STAR reading and math assessment or equivalent assessment.	The school opened in the 18-19 school year. The baseline will be established with data from 18-19.	The school opened in 18-19 school year. There were no measurable outcomes planned for the 17-18 school year.	The school opened in 18-19 school year. There were no measurable outcomes planned for the 18-19 school year.	Increase percentage of growth of students who meet their present grade level in Math and ELA by 5%.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Yolo County Career Academy
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

The school opened in 18-19 school year. There were no actions planned for the 17-18 school year.

2018-19 Actions/Services

The school opened in 18-19 school year. There were no actions planned for the 18-19 school year.

2019-20 Actions/Services

1.0 Continue to train and provide additional supports and services to accelerate student achievement in mathematics and ELA.

1.1 Continue to train and implement Edgenuity.

1.2 Professional development on classroom management and project based learning.

1.3 Continue to increase collaboration between academic core and increase CTE course offerings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			800
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures STAR Renaissance

Amount			16050
Source			LCFF Base
Budget Reference			5000-5999: Services And Other Operating Expenditures Edgenuity
Amount			1,500
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures Professional Learning Contracts
Amount			18692
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures Academic Core
Amount			26640
Source			Other
Budget Reference			5000-5999: Services And Other Operating Expenditures CTE Collaboration

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Yolo County Career Academy
 Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Yolo County Career Academy Charter School was not operational during the 2017/2018 school year

2018-19 Actions/Services

Yolo County Career Academy Charter School will use 2018/2019 as a baseline

2019-20 Actions/Services

2.0 Training during PLCs and Staff Meetings on Project Based Learning.
 2.1 Train staff in the use of Edgenuity during scheduled collaboration time.
 2.3 Add required technology to drive 21st Century curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			0
Budget Reference			PLC and PBL Trainings (no associated costs)
Amount			0
Budget Reference			Edgenuity Training (costs included in Action 1)

Amount			3474
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies Classroom Technology
Amount			1526
Source			LCFF Base
Budget Reference			4000-4999: Books And Supplies Classroom Technology

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Yolo County Career Academy
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

New Action

2019-20 Actions/Services

Yolo County Career Academy Charter School was not operational during the 2017/2018 school year

Yolo County Career Academy Charter School will use 2018/2019 as a baseline

3.0 Counsel students on graduation pathways and college to career prospects.

3.1 Take a look at implementation of Positive Behavior Intervention Supports (PBIS).

3.2 Provide additional feedback and intervention support for students as identified struggling academically, emotionally and behavior.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			9560
Source			Other
Budget Reference			5000-5999: Services And Other Operating Expenditures Transition Specialist Support Contract
Amount			16789
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures PBIS Training
Amount			24718
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries Paraeducator Salary

Amount			16172
Source			LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits Paraeducator Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Yolo County Career Academy
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Yolo County Career Academy Charter School was not operational during the 2017/2018 school year

2018-19 Actions/Services

Yolo County Career Academy Charter School will use 2018/2019 as a baseline

2019-20 Actions/Services

4.0 Increase community partnerships leading to student apprenticeships and jobs.

4.1 Utilize existing CTE programs to promote all CTE pathways.

4.2 Improve school culture as demonstrated through suspension and attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			3,000
Source			LCFF Base
Budget Reference			4000-4999: Books And Supplies Partnership Advisory Meetings Supplies and Costs
Amount			0
Budget Reference			CTE Collaboration iwith partner LEAs (no associated costs)
Amount			3534
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies PBIS Student Incentives

Action 5

OR

Actions/Services

Provide students 16-18 years old, who are on probation with a high risk of truancy or other probation violations the opportunity to incentivize attendance at school during core instruction and provide job training skills in the areas of construction and carpentry.

Budgeted Expenditures

Amount			\$75,828
Source			LCFF Base
Budget Reference			1000-1999: Certificated Personnel Salaries Teacher
Amount			20937
Source			LCFF Base
Budget Reference			2000-2999: Classified Personnel Salaries Paraeducator and Administrative Secretary
Amount			41090
Source			LCFF Base
Budget Reference			3000-3999: Employee Benefits Personnel Benefits
Amount			\$1,000
Source			LCFF Base
Budget Reference			4000-4999: Books And Supplies Supplies

Amount			0
Source			Other
Budget Reference			5000-5999: Services And Other Operating Expenditures Probation Officer provided by Yolo County Probation.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

As per the Yolo County Charter School Petition:

Support students in creating personalized outcomes and building 21st century skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

As identified in the Yolo County Career Academy Charter School Petition:

1. Students need an effective, comprehensive educational program that addresses their individual needs in the learning environment and is responsive to the challenges they experience in school and in the community.
2. Youth who have dropped out of high school, are unemployed, or underemployed typically experience chronically stressful environments in multiple contexts and benefit from specific supports and practices being implemented by teams of support providers.
3. Students need Personalized Learning Plans (PLP's) that help them identify their goals, interests, timelines for completion, and next steps as they transition from YCCA.
4. Students need to complete their high school equivalency and attain industry-aligned certification(s) pertinent to Yolo County.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Industry Certification: The percentage of Students who earn industry certification	The benchmark is that 0% of students received an industry certification in 18-19.	Yolo County Career Academy Charter School was not operational during 2017/2018	Yolo County Career Academy Charter School will set benchmark rate during 2018/2019 school year.	Identify industry-recognized certifications for each pathway and increase the percentage of students receiving industry certification by 25%.
Individual Learning Plans (ILPs) are used to develop student goals and outcomes	The benchmark is that 52% of YCCP students completed an ILP and 46% of YCMP students completed an ILP.	Yolo County Career Academy Charter School was not operational during 2017/2018	Yolo County Career Academy Charter School will set benchmark rate during 2018/2019 school year	Eighty percent of students in both YCCP and YCMP will create an ILP.
Percentage of students with less than 16 days of absence in a school year. (YCOE Data Specialists)	The benchmark for YCCP is 3%. The benchmark for YCMP is 8%.	Yolo County Career Academy Charter School was not operational during 2017/2018	Yolo County Career Academy Charter School will set benchmark rate during 2018/2019 school year	Chronically absent students in YCCA will decrease by 2%.
Keep suspensions and expulsions below 5% of the student population.	The benchmark in 18-19 for YCCP is 25%. The benchmark for YCMP is 0%.	Yolo County Career Academy Charter School was not operational during 2017/2018	Yolo County Career Academy Charter School will set benchmark rate during 2018/2019 school year	YCCA will maintain and/or decrease the suspension rate by 5%.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Yolo County Career Academy
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Yolo County Career Academy Charter School was not operational in 2017/2018

2018-19 Actions/Services

Yolo County Career Academy Charter School will use 2018/2019 as a baseline

2019-20 Actions/Services

1.0 Increase student/teacher contentedness and students' emotional well-being by increasing the time available for Intervention support personnel and pupil contact

1.1 Provide additional supports and services to increase school contentedness and students' social-emotional well-being, including reducing chronic absenteeism and reducing the number of students who report being bullied or harassed at school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			15,000
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures Communicare Contract for Support Services
Amount			1,000
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies School Climate Surveys

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Yolo County Career Academy
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Yolo County Career Academy Charter School was not operational in 2017/2018

2018-19 Actions/Services

Yolo County Career Academy Charter School will use 2018/2019 as a baseline

2019-20 Actions/Services

2.0 Increase enrollment and participation in engaging CTE programs (pathways, linked learning, students organizations) to increase opportunities for career exploration and career planning to support academic growth and personal aspirations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			15000
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies Pathway Supplies

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Yolo County Career Academy Charter School
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Yolo County Career Academy Charter School was not operational in 2017/2018

2018-19 Actions/Services

Yolo County Career Academy Charter School will use 2018/2019 as a baseline

2019-20 Actions/Services

3.0 Set aside time for teaching staff to meet with students to develop Individual Learning and transition plans.

3.1 Provide training to all staff on how to complete and implement an Individual Learning plan

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	<input type="text"/>	500
Source	<input type="text"/>	<input type="text"/>	LCFF Supplemental and Concentration
Budget Reference	<input type="text"/>	<input type="text"/>	4000-4999: Books And Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

Specific Schools: Yolo County Career Academy
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Yolo County Career Academy Charter School was not operational in 2017/2018

2018-19 Actions/Services

Yolo County Career Academy Charter School will use 2018/2019 as a baseline

2019-20 Actions/Services

- 4.0 Provide Home-to-School transportation service to ensure equal access to our school for all YCCA students, regardless of economic status.
- 4.1 Maintain all activities used to recognize student successes including academic recognition moments added to a monthly newsletter, as well as Honor Roll and Student of the Month.
- 4.2 Continue with extended school year to support students in credit recovery and CTE certification skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			500
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies Van for Students Transportation

Amount			7500
Source			LCFF Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures Other Transportation Services for Students

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

As stated in the Yolo County Career Academy Charter School Petition: Ensure that all students have a safe, inclusive, and clean environment, in which to learn and thrive, and engage families in this effort.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

The following identified needs are stated in the Yolo County Career Academy Petition:

1. Students need access to qualified staff, standards aligned curriculum, and quality instruction
2. Students need a safe and nurturing campus.
3. Students need opportunities for their families to be engaged in their learning experiences in order to thrive.
4. Students need connections between their support systems at school and in the community.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities in good repair: Maintain 100% of facilities in good repair (School Accountability Report Card)	YCCA's baseline for YCCP is fair and for YCMP is good.	Yolo County Career Academy Charter School was not in operation for the 2017/2018 school year	Yolo County Career Academy Charter School will use 2018/2019 to establish a baseline.	Attain a rating of "good" for facilities on the SARC for all YCCA sites.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Program Safety: Number of injuries or accidents recorded annually via Student Accident Reports.	YCCA's baseline is zero injuries or accidents as experienced in 18-19.	Yolo County Career Academy Charter School was not in operation for the 2017/2018 school year	Yolo County Career Academy Charter School will use 2018/2019 to establish a baseline.	YCCA will maintain an accident log with a goal of zero injuries or accidents.
Perceived support: Increase percentage of students who respond with agree or strongly agree that the school is a supportive and inviting place for students to learn on the California Healthy Kids survey .	89% of YCCA students believe the school is a supportive and inviting place for students to learn.	Yolo County Career Academy Charter School was not in operation for the 2017/2018 school year	Yolo County Career Academy Charter School will use 2018/2019 to establish a baseline.	YCCA will maintain or increase the percentage of students who agree or strongly agree that the school is a supportive and inviting place for students to learn.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

LEA-wide

Specific Schools: Yolo County Career Academy
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Empty selection box]

Select from New, Modified, or Unchanged for 2018-19

[Empty selection box]

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Yolo County Career Academy Charter School was not in operation for the 2017/2018 school year

2018-19 Actions/Services

Yolo County Career Academy Charter School will use 2018/2019 to establish a baseline.

2019-20 Actions/Services

1.0 Provide physically safe environment and facilities inspections

1.1 Create and implement an equipment replacement cycle where equipment, curriculum, and technology are refreshed on a regular basis in line with curricular and fiscal needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	[Empty]	[Empty]	Annual FIT Inspections (no associated costs)
Budget Reference	[Empty]	[Empty]	Equipment Refresh Cycle (no associated costs)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Yolo County Career Academy Charter School
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Yolo County Career Academy Charter School was not in operation for the 2017/2018 school year

2018-19 Actions/Services

Yolo County Career Academy Charter School will use 2018/2019 to establish a baseline.

2019-20 Actions/Services

2.0 Provide increased social support to cohorts of students identified as in need, through either one-to-one counseling/skill development or social skill development groups.

2.1 Access school -based counseling services for all students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			0
Source			Other
Budget Reference			5000-5999: Services And Other Operating Expenditures 0.2 FTE Counseling Services provided by YCOE's Alt. Ed. Department

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Yolo County Career Academy
Specific Grade Spans: 9-12

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Yolo County Career Academy Charter School was not in operation for the 2017/2018 school year

2018-19 Actions/Services

Yolo County Career Academy Charter School will use 2018/2019 to establish a baseline.

2019-20 Actions/Services

3.0 Meet regularly with MTSS Implementation Team to evaluate and implement various Universal, Tier 2 and Tier 3 level supports for students with repeat referrals or teacher identified internalizing/social skill issues.

3.1 Implement a culture of caring and support by implementing Positive Behavior Intervention Support (PBIS) program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			0
Budget Reference			PBIS and MTSS Collaboration (costs included in Goal 1 Action 3)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$125,179

Percentage to Increase or Improve Services

33.28%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Youth served through our programs reflect a significant transient population, specifically youth who transition between our county schools on a regular basis and represent a high concentration of unduplicated students per LCFF definition (i.e., Foster Youth, English Learners, and youth from a Low-Income background). Serving our youth also requires collaboration and communication across various agencies e.g., Probation, the Workforce Investment Board, Communicate, and industry, that partner with YCOE in delivering programs and resources in the community across the entire county. Our unduplicated student population percentage is 77. So, while the contributing LCAP actions and services are LEA-wide, they are principally directed serving unduplicated student populations. For the 19-20 school year, we anticipate \$125,179 in supplemental and concentration funds but our 19-20 budgeted expenditures exceed this amount. Therefore, the LCAP quantitatively meets the requirement to increase or improve services by 33.28%.

Goal 1

- 1.0 Training and support for student achievement in Math and ELA
- 1.1 Training and implement Edgenuity
- 1.2 Professional Development on project-based learning
- 1.3 Implementation of PBIS Tier 1
- 1.4 Increase partnerships, and improve school culture

Goal 2

- 2.0 Improve student and teacher relationships , provide student support on social-emotional well-being
- 2.1 Increase student enrollment, and career opportunities
- 2.1 Implement Individual Learning plans school wide, provide training for staff on how to implement Individual Learning plan

Goal 3
3.0 Physically safe facility, annually address the purchase, renewal and replacement of curriculum, equipment and technology
3.1 Schoolwide support of students who need social development skills
3.2 Implementation of PBIS Tier 1 system of support

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

[Empty text box for descriptions]

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- 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; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 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;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- 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 in the delivery of services to foster children, including 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; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	0.00	0.00	0.00	0.00	320,810.00	320,810.00
	0.00	0.00	0.00	0.00	0.00	0.00
LCFF Base	0.00	0.00	0.00	0.00	159,431.00	159,431.00
LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	125,179.00	125,179.00
Other	0.00	0.00	0.00	0.00	36,200.00	36,200.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	0.00	0.00	0.00	0.00	320,810.00	320,810.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	0.00	75,828.00	75,828.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	0.00	45,655.00	45,655.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	57,262.00	57,262.00
4000-4999: Books And Supplies	0.00	0.00	0.00	0.00	29,534.00	29,534.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	0.00	112,531.00	112,531.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	0.00	0.00	0.00	0.00	320,810.00	320,810.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	0.00	0.00	0.00	75,828.00	75,828.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	0.00	0.00	0.00	20,937.00	20,937.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	24,718.00	24,718.00
3000-3999: Employee Benefits	LCFF Base	0.00	0.00	0.00	0.00	41,090.00	41,090.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	16,172.00	16,172.00
4000-4999: Books And Supplies	LCFF Base	0.00	0.00	0.00	0.00	5,526.00	5,526.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	24,008.00	24,008.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	0.00	0.00	0.00	16,050.00	16,050.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	60,281.00	60,281.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	36,200.00	36,200.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	0.00	0.00	0.00	0.00	281,310.00	281,310.00
Goal 2	0.00	0.00	0.00	0.00	39,500.00	39,500.00
Goal 3	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

2019-20 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca19assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Crissy Huey
Authorized Representative's Signature	
Authorized Representative's Title	Associate Superintendent
Authorized Representative's Signature Date	06/27/2019

*****Warning*****

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2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Debra Hinely
Authorized Representative's Title	Director Internal Business Services
Authorized Representative's Signature Date	06/27/2019
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2019-20 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

To receive funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the 2017/18–2019/20 LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification the LEA is agreeing to submit the LCAP Federal Addendum that has been approved by the local governing board or governing body of the LEA to the California Department of Education (CDE), and acknowledging that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

<p>County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017/18–2019/20 LCAP</p> <p>Note: For districts, the date should be the day your county office of education (COE) approved your 2017/18–2019/20 LCAP. For COEs, it should be the date the CDE approved your 2017/18–2019/20 LCAP.</p>	
<p>Charter Schools Enter the adoption date of the charter school LCAP</p>	<p>06/11/2019</p>
<p>Authorized Representative's Full Name</p>	<p>Debra Hinely</p>
<p>Authorized Representative's Title</p>	<p>Director Internal Business Services</p>

*****Warning*****

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2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/11/2019
-------------------------------------------	------------

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Gayelynn Gerhart
DELAC review date	06/11/2019
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	No comment.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

*****Warning*****

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2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student Support) ESSA Sec. 1112(b) SACS 4127	Yes
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2019-20 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

John Miles, Financial Accountability and Info Srv Office, jmiles@cde.ca.gov, 916-445-7289

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2019-20 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Yolo County Career Academy

CDS code:

57105790137422

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

TITLE I, PART A
TITLE I, PART D
TITLE II, PART A
TITLE III, PART A
TITLE IV, PART A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy- Approved

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

YCCA has taken a comprehensive approach to budgeting and the strategic planning that is required by the LCAP. Federal funds are used along with state funds in support of Goal 1: Provide all students with classroom instruction and curriculum that promote college and career readiness. Federal funds are being used to fund positions that directly correlate to student social emotional health which influences academic achievement and attendance.

Decisions for the use of federal funds were based on the unique needs of youth, including references to the research published by Search Institute, ex. 40 Developmental Assets, the National Dropout Prevention Network, and the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (Transition Toolkit 3.0, December 2016).

Alignment- Approved

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

As described above, federal funds (Title 1, A & D) are used along with state funds in support of Goal 1: Provide all students with classroom instruction and curriculum that promote college and career readiness. Title II funds are used to support teacher induction program.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA 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 LEA 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.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA 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 student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe 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.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A- **Reviewed and Corrected**

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 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.

Describe 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 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

TITLE I, PART D –Reviewed and Corrected

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A-This LEA receives no Title I funding.

TITLE II, PART A- Revisions Required

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

YCCA supports an induction program in collaboration with the Yolo Solano Center for Teacher Credentialing that includes assigning a mentor to new teachers and developing an appropriate plan for professional learning, reflection and growth. All teachers and para-educators participate in an

ongoing professional learning program, including professional learning aligned to LCAP outcomes for English Language Development, culturally-relevant pedagogy, and trauma-informed practices.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW: - REVISED

Not applicable. The LEA is a charter school

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here] YCCA's induction program embeds data analysis to support continuous improvement in collaboration with the Yolo Solano Center for Teacher Credentialing which has developed protocols.

TITLE III, PART A- Under Review

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

YCCA will receive Title III, Part A funds as part of a consortium led by Yuba COE. These funds will be used in conjunction with other state and local funding to provide targeted professional learning for staff in English Language Development, supporting English Learners and for parent and family education for English Learner families.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

YCCA does not receive Title III monies for Immigrant Youth.

Title III Programs and Activities

ESSA SECTION 3116(b)(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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

YCCA has provided professional development in implementation of new ELD standards. In the coming year YCCA will be working with staff to expand on culturally relevant curriculum and learning activities to engage and support English Learners in meeting state academic standards.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

YCCA uses the both the results of the new ELPAC test, teacher recommendation and review of student work to reclassify EL students and monitor student progress towards proficiency. In addition, the YCCA leverages CA Dashboard and STAR Renaissance data to evaluate student progress and make necessary changes as part of the Individualized Learning Plan process.

TITLE IV, PART A- Under Review

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any 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 subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

YCCA will leverage this funding to support a well-rounded education in partnership with the American Reading Company to provide access to culturally-relevant curriculum and classroom libraries.

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Regular Meeting
Tuesday, July 23, 2019
Open Session: 3:30 PM
Yolo County Office of Education, Conference Center**

4.6. Grade Levels by Credits Policy for Student Handbook

Type:

Informational

Quick Summary/Abstract:

Definition of Grade Level by credits in accordance with Board Policy 6146.3(a).

Description:

Renee Collins, Director of Student Services, will present this item.

This item is intended to provide definition as to how students are assigned grade levels upon entrance into our YCOE education programs. Currently, students are assigned grade levels based on what was previously assigned from their school district and advanced each year. This proposal would modify that practice to assign students grade levels commensurate with the number of earned credits. This policy is in accordance with BP 6136.3(a) which states: "Pending evaluation of the transferring student's academic performance, the student shall be placed at the grade level reached prior to enrollment in the district. Within 30 days of enrollment, the principal or designee shall complete the evaluation and determine the student's appropriate grade placement." This will allow us to both track student progress through their programs and report a more accurate graduation rate to CDE.

It is staffs' intention to bring the item back before the board for action in August. Upon approval, this practice would be implemented in the 2019-2020 school year.

Recommended Motion:

This item is for information only. No action is requested at this time.

Attachments:

1. Grade Level Assignment by Credits

Grade Level Assignment

Effective for the 2019-2020 school year, the Yolo County Office of Education (YCOE) will determine grade level assignments based on the number of credits students have earned toward a high school diploma. YCOE has formalized a grade level placement method which is aligned with data reporting requirements and will result in a more accurately reported graduation rate.

This grade level assignment process only applies to students enrolled in YCOE programs.

140 Credit Graduation Plan	
Grade Level	Credits
9	0-39
10	40-79
11	80-119
12	120-140

150 Credit Graduation Plan	
Grade Level	Credits
9	0-39
10	40-79
11	80-119
12	120-150

Please note, a student is subject to the grade level assignment of the receiving district once they have exited YCOE schools.

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Yolo County Office of Education, Conference Center**

4.7. 2018-19 Annual Average Daily Attendance (ADA) Report

Type:

Informational

Description:

Debra Hinely, Director, Internal Business Services will present this item.

Attached is the 2018-19 Annual ADA Report.

Recommended Motion:

For information only.

Attachments:

1. 2018-2019 Annual ADA

YOLO COUNTY OFFICE OF EDUCATION
Actual Average Daily Attendance
Annual
June 30, 2019

2018/19 Original Budget (A)	2018/19 Period 1 Actual (B)	2018/19 Period 2 Actual (C)	2018/19 Period 2 Revised	2018/19 Annual Actual (D)
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PROGRAM

Cesar Chavez - Wldd Campus	35.19	41.12	43.67	43.67	41.68
Cesar Chavez - W Sac Campus	7.20	7.57	8.99	8.99	8.93
	<u>42.39</u>	<u>48.69</u>	<u>52.66</u>	<u>52.66</u>	<u>50.61</u>

YCCA/YCCP	33.00	20.85	24.24	24.24	23.71
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Juvenile Hall	25.00	43.77	30.28	30.28	28.26
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Special Education		126.50	128.39	128.38	128.36
Special Education - ESY		9.18	9.18	9.18	9.18

Special Education
ADA by District

	ESY	P1	P2	P-2 Revised	ANNUAL
Davis	2.39	23.30	22.59	22.58	22.20
Esparto	0.32	6.47	5.33	5.33	5.01
Washington	1.89	26.78	28.62	28.62	29.49
Winters	0.51	8.30	9.04	9.04	9.15
Woodland	4.07	61.65	62.81	62.81	62.51
	<u>9.18</u>	<u>126.50</u>	<u>128.39</u>	<u>128.38</u>	<u>128.36</u>

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Yolo County Office of Education, Conference Center**

4.8. County of Yolo, Department of Financial Services Report

Type:

Informational

Description:

Crissy Huey, Associate Superintendent, Administrative Services will present this item.

County of Yolo, Department of Financial Services report as of March 31, 2019, with breakdown of schools percentage of treasury pool.

Recommended Motion:

For information only.

Attachments:

1. Co of Yolo, Dept of Financial Services Report

		6/30/2018		3/31/2019	
		\$	%	\$	%
CC	COMMUNITY COLLEGE	1,728,553.34	0.4%	639,744.15	0.1%
CI	CITY	5,406,395.08	1.3%	635,256.22	0.1%
CO	COUNTY	152,387,001.65	35.6%	102,889,394.57	23.5%
CS	EPIC CHARTER SCHOOL	1,296,024.79	0.3%	1,356,084.23	0.3%
DA	DAVIS JUSD	30,316,560.21	7.1%	72,857,453.80	16.6%
DS	GO DEBT SERVICE	19,888,581.57	4.6%	15,553,671.44	3.5%
ES	ESPARTO USD	6,007,359.93	1.4%	3,290,952.34	0.8%
OE	OFFICE OF EDUCATION	26,163,792.76	6.1%	30,724,642.20	7.0%
SA	RDA SUCCESSOR AGY	1,890,161.93	0.4%	1,960,483.34	0.4%
SD	SPECIAL DISTRICT	42,480,155.78	9.9%	47,231,675.30	10.8%
TR	TRUST	27,291,361.17	6.4%	60,519,248.16	13.8%
WA	WASHINGTON JUSD	59,445,826.14	13.9%	53,576,744.30	12.2%
WI	WINTERS JUSD	16,282,147.62	3.8%	16,089,110.48	3.7%
WO	WOODLAND JUSD	37,787,315.47	8.8%	31,260,226.87	7.1%
	TOTAL	428,371,237.44	100.0%	438,584,687.40	100.0%
		-		-	
	SCHOOLS TOTAL	177,299,026.92	41.4%	209,155,214.22	47.7%

The beginning of the fiscal year, schools were approximately 41% of the pool and have climbed to near 48% at the end of the last quarter, ending March 31st. The percentage will vary over the course of the fiscal year depending on activities of the various depositors in the investment pool.

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Regular Meeting
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Yolo County Office of Education, Conference Center**

**4.9. Public Disclosure of Costs Associated with the 2018-19 Collective Bargaining Agreement between
the Yolo County Office of Education (YCOE) and California School Employees Association (CSEA),
Chapter #639**

Type:

Informational

Description:

Debra Hinely, Director, Internal Business Services will present this item.

The Board meeting is being used as a public forum to disclose the costs associated with the collective bargaining agreement between YCOE and CSEA, Chapter #639, for the 2018-2019 fiscal year (refer to attachment).

Recommended Motion:

For information only.

Attachments:

1. Notice of Collective Bargaining Agreement, CSEA

SUMMARY

NOTICE OF COLLECTIVE BARGAINING AGREEMENT

COUNTY OFFICE | Yolo County Office of Education

Bargaining Unit | CSEA Classified

Unit of Settlement	Fiscal Year of Settlement	FISCAL IMPACT	OTHER	ON-GOING OR ONE-TIME
YEA	2018/2019	2.00%	Retro to 7/1/2018	On-Going
YEA	2018/2019		\$300 annual increase to benefit CAP effective 2019/2020 fiscal year	On-Going

NEXT MONETARY REOPENER AND DATE | 7/1/2019

COSTS OF SETTLEMENT	ACCOUNT CODES	CURRENT YEAR	YEAR TWO	YEAR THREE
Certificated Salaries	1000-1999			
Classified Salaries	2000-2999	90,282	92,539	94,852
Employee Benefits	3000-3999	48,970	51,612	54,321
Total		139,252	144,151	149,173

State Reserve Standard	
a. Total expenditures, transfers out, and uses (including cost of proposal)	\$ 26,839,105
b. State Standard Minimum EUR Percentage	3%
c. State Standard Minimum EUR amount	\$ 805,174.00

Budgeted Unrestricted Reserve (after impact of proposed agreement)	
a. General Fund budgeted Unrestricted EUR	\$ 805,174
b. General Fund budgeted Unrestricted Unappropriated amount	\$ -
c. Special Reserve Fund budgeted EUR	\$ -
d. Special Reserve Fund budgeted Unappropriated amount	\$ -
e. Total County Office budgeted Unrestricted reserves.	\$ 805,174

CERTIFICATION

In accordance with Government Code section 3547.5(b), I hereby certify that the costs incurred by the school district under this agreement can be met by the county office during the agreement's term.


Date
7/19/19
Chief Business Official
Date
7/18/19

**Yolo COE
Regular Meeting
Tuesday, July 23, 2019
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Yolo County Office of Education, Conference Center**

**4.10. Public Disclosure of Costs Associated with the 2018-2019 Collective Bargaining Agreement
between the Yolo County Office of Education (YCOE) and American Federation of State, County and
Municipal Employees (AFSCME) Union**

Type:

Informational

Description:

Debra Hinely, Director, Internal Business Services will present this item.

The Board meeting is being used as a public forum to disclose the costs associated with the collective bargaining agreement between YCOE and AFSCME, for the 2018-2019 fiscal year (refer to the attachment).

Recommended Motion:

For information only.

Attachments:

1. Notice of Collective Bargaining Agreement, AFSCME

SUMMARY

NOTICE OF COLLECTIVE BARGAINING AGREEMENT

COUNTY OFFICE | Yolo County Office of Education

Bargaining Unit | AFSCME

Unit of Settlement	Fiscal Year of Settlement	FISCAL IMPACT	OTHER	ON-GOING OR ONE-TIME
AFSCME	2019/2020	3.0%	Increase commencing July 1, 2019	On-Going
AFSCME	2019/2020		\$25 per month benefit CAP Increase commencing July 1, 2019	On-Going

NEXT MONETARY REOPENER AND DATE | 7/1/2020


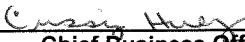
COSTS OF SETTLEMENT	ACCOUNT CODES	CURRENT YEAR	YEAR TWO	YEAR THREE
Certificated Salaries	1000-1999	64,318	65,926	67,574
Classified Salaries	2000-2999	20,084	20,586	21,377
Employee Benefits	3000-3999	40,947	43,191	45,108
Total		125,349	129,703	134,059

State Reserve Standard	
a. Total expenditures, transfers out, and uses (including cost of proposal)	\$ 26,839,105
b. State Standard Minimum EUR Percentage	3%
c. State Standard Minimum EUR amount	\$ 805,174.00

Budgeted Unrestricted Reserve (after impact of proposed agreement)	
a. General Fund budgeted Unrestricted EUR	\$ 805,174
b. General Fund budgeted Unrestricted Unappropriated amount	\$ -
c. Special Reserve Fund budgeted EUR	\$ -
d. Special Reserve Fund budgeted Unappropriated amount	\$ -
e. Total County Office budgeted Unrestricted reserves.	\$ 805,174

CERTIFICATION

In accordance with Government Code section 3547.5(b), I hereby certify that the costs incurred by the school district under this agreement can be met by the county office during the agreement's term.

 | 7/9/19 |
  | 7/8/19
 Superintendent | Date | Chief Business Official | Date

**Yolo COE
Regular Meeting
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Yolo County Office of Education, Conference Center**

**4.11. Public Disclosure of Costs Associated with the 2018-2019 Collective Bargaining Agreement
between the Yolo County Office of Education (YCOE) and Yolo Education Association (YEA), Chapter
#71**

Type:

Informational

Description:

Debra Hinely, Director, Internal Business Services will present this item.

The Board meeting is being used as a public forum to disclose the costs associated with the collective bargaining agreement between YCOE and YEA, Chapter #71, for the 2018-2019 fiscal year (refer to attachment).

Recommended Motion:

For information only.

Attachments:

1. Notice of Collective Bargaining Agreement, YEA

SUMMARY

NOTICE OF COLLECTIVE BARGAINING AGREEMENT

COUNTY OFFICE | Yolo County Office of Education

Bargaining Unit | YEA Certificated

Unit of Settlement	Fiscal Year of Settlement	FISCAL IMPACT	OTHER	ON-GOING OR ONE-TIME
YEA	2018/2019	2.41%	Retro to 7/1/2018	On-Going
YEA	2018/2019		\$36 annual increase to benefit CAP effective 2019/2020 fiscal year	On-Going

NEXT MONETARY REOPENER AND DATE | 7/1/2019

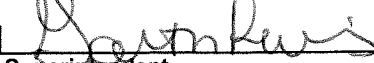

COSTS OF SETTLEMENT	ACCOUNT CODES	CURRENT YEAR	YEAR TWO	YEAR THREE
Certificated Salaries	1000-1999	80,008	82,008	84,058
Classified Salaries	2000-2999		-	-
Employee Benefits	3000-3999	29,776	31,469	32,361
Total		109,784	113,477	116,419

State Reserve Standard	
a. Total expenditures, transfers out, and uses (including cost of proposal)	\$ 26,839,105
b. State Standard Minimum EUR Percentage	3%
c. State Standard Minimum EUR amount	\$ 805,174.00

Budgeted Unrestricted Reserve (after impact of proposed agreement)	
a. General Fund budgeted Unrestricted EUR	\$ 805,174
b. General Fund budgeted Unrestricted Unappropriated amount	\$ -
c. Special Reserve Fund budgeted EUR	\$ -
d. Special Reserve Fund budgeted Unappropriated amount	\$ -
e. Total County Office budgeted Unrestricted reserves.	\$ 805,174

CERTIFICATION

In accordance with Government Code section 3547.5(b), I hereby certify that the costs incurred by the school district under this agreement can be met by the county office during the agreement's term.

 | 7/9/19 |  | 7/8/19
 Superintendent | Date | Chief Business Official | Date

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5. Suggested Future Agenda Item(s)

Type:

Procedural

Description:

*July 2019 – Assembly bill 1505 – 1508. Trustee Yip will present to the Board.

*July 2019 - Ms. Huey will attend the Fiscal Oversight Committee meeting in June 2019 and ask Trustee Moreno's question (per the April 26, 2019 Regular Board meeting) on investments. Trustee Moreno asked if Yolo County Office of Education could consider divesting from companies like Exxon, Well Fargo, B of A, Chase, and others that have impacted indigenous, people of color, and the planet. Trustee *Moreno also requested a report on how much in total investments is YCOE and how much is general fund.*

*July 2019 - Dan Jacobs update in July 2019 at Regular Board meeting

*August 2019 - Report on Re-imagining Education will be moved to the August 29, 2019 Regular Board Meeting.

*August 2019 – Yearly report on Local Childcare Planning Council

*September 2019 - The formal document with revisions of LCAP at Regular Board meeting September 2019.

*September 2019 – YCOE Mission and Goals

*Before October 2019 - Scheduling an information item that describes/explains role of YCOE Superintendent in approving the LCAPs.

*Future meeting - How do we insure ourselves (YCOE - Statement Certifying Insurance to Cover Assets purchased with certificates)

*Future meeting - The Board took action to remove the YCCA Charter – Education Protection Account Spending Plan for Fiscal Year 2019-20 from the agenda and to bring back as an information item after it is approved.

*Future meeting - Trustee Souza Cole also requested information on Suite 160 in regards to services and budget