

Agenda

Meeting No. 4: 2020-21



9300 Imperial Highway, Downey, CA 90242
(562) 401-5737 phone (562) 922-8952 fax

Executive Directors Council Virtual Meeting
April 29, 2021
8:00 a.m.

Zoom Meeting Participant Information

[Join Zoom Meeting Link](#)

Meeting ID: 202 850 2366

Passcode: 1951

Submit Public Comments to: Anderson_Jim@lacoedu

I. PRELIMINARY ACTIVITIES

- A. Call to Order
- B. Ordering of the Agenda
- C. Approval of the Minutes
 - 1. March 25, 2021 Executive Directors Council Meeting

II. COMMUNICATIONS

- A. Public Comment

III. HEARINGS (none)

IV. REPORTS / STUDY TOPICS

- A. Membership Report – [2021-2022 SELPA Applications](#)
- B. SELPA Reports

V. RECOMMENDATIONS

- A. Approval of [Bridges Preparatory Academy](#) for SELPA membership commencing July 1, 2021 for the 2021-2022 school year.

VI. CLOSING ITEMS

- A. SELPA Calendars: Executive Directors Council; Ad Hoc & Finance Committee; Program Council; CAC and Professional Development

VII. ADJOURNMENT



UNAPPROVED DRAFT
No. 3: 2020-2021

LOS ANGELES COUNTY CHARTER SELPA
EXECUTIVE DIRECTORS COUNCIL MEETING
Held Virtually Through Zoom

March 25, 2021

The Executive Directors Council Meeting of the LAC Charter SELPA was held on Thursday, March 25, 2021, virtually through Zoom.

PRESENT:

1. Ricardo Mireles (Academia Avance)
2. Rachel Villalobos (Academia Moderna; Prepa Tec LA HS; Prepa Tec LA MS)
3. Loretta Burns (Blue Ridge Academy)
4. Mary Ring (DaVinci RISE)
5. James McGrath (Intellectual Virtue Academy)
6. Padmini Srinivasan (International School for Science and Culture)
7. Nadia Shaiq (Isana Achnar; Isana Himalia)
8. Amanda Johnson (Lake View Charter School)
9. Donna Jacobson (LA's Promise High School #1; LA's Promise Middle School #1)
10. Josh Stock (Lashon Charter Academy; Lashon Academy City Charter)
11. Waneka Cabrera (OFL, Duarte; OFL William S. Hart; OFY Acton)
12. Sarah Bach (Sycamore Creek Community Charter School)
13. Angela Miller (Palm Lane Elementary Charter School)
14. Anita Ravi (We The People)

ABSENT:

1. Lee DeLeon (Edward B. Cole Sr. Academy)
2. Brook MacMillan (Granite Mountain)
3. Courtney McCorkle (Heartland)
4. Ryan Gomez (ICEF Inglewood Charter Elementary Charter Academy)
5. Zuzy Chavez (Jardin de la Infancia)
6. Jason Hasty (LACOE)
7. Beatriz Gutierrez (Soleil Academy)
8. Jennifer Clark (Village Charter Academy)

SELPA STAFF and GUESTS: Jim Anderson (LACOE); Damali Thomas (LACOE); Lizabeth Thompson (LACOE); Abby Huang (LACOE); and Heather Whitaker (LACOE); Gabriel Ramirez, Executive Director for TIME Community School.

I. PRELIMINARY ACTIVITIES

- A. Call to Order:** The meeting was called to order at 8:06 a.m. as quorum was established with 18 LEA members present. Waneka Cabrera joined shortly after the

approval of the minutes to represent Opportunity for Learning, Duarte and William S. Heart and Options for Youth, Acton bringing the quorum to 21

- B. Ordering of the Agenda:** The agenda was accepted as amended to include the both the approval of TIME Community School and the Isana Himalia SELPA membership withdrawal to immediately follow the information presented during the Membership Report.

Moved Approval: Donna Jacobson; **Second:** Amanda Johnson; **Aye:** 21; **Nay:** 0; **Abstention:** 0; **Motion:** Carried.

C. Approval of the Minutes

- I.** January 28, 2021 Executive Directors Council Meeting

Moved Approval: Mary Ring; **Second:** Nadia Shaiq; **Aye:** 20; **Nay:** 0; **Abstention:** 1; **Motion:** Carried.

II. COMMUNICATIONS

- A.** Public Comment – there were no public comments.

III. HEARINGS (None)

IV. REPORTS / STUDY TOPICS

A. Membership Report

Damali Thomas reviewed the information for SELPA Applicant TIME Community School. TIME Community School Executive Director Gabriel Ramirez was in attendance and shared information and answered questions about TIME Community School. The Governance Council voted to approve the TIME Community Charter School as a LAC Charter SELPA member for the 2021-22 school year.

V. RECOMMENDATION A. Approval of T.I.M.E. Community School for SELPA membership commencing July 1, 2021 for the 2021-2022 school year.

Moved Approval: Mary Ring; **Second:** Amanda Johnson; **Aye:** 26; **Nay:** 0; **Abstention:** 0; **Motion:** Carried.

Nadia Shaiq, Isana Himalia shared that part of their renewal included joining the LAUSD SELPA. Members discussed the provision of Education Code 56207(b) and a year and days notice pending a change of SELPA's. The Governance Council took action to approve Isana Himalia withdrawal immediately following this information and discussion.

V. RECOMMENDATION B. Approval of Isana Himalia Request to Withdraw Membership from the LAC Charter SELPA and waive the year and a day notice requirement in accordance with Education Code 56207(b).

Moved Approval: Mary Ring; **Second:** Padmini Srinivasanhands; **Aye:** 25; **Nay:** 0; **Abstention:** 1; **Motion:** Carried.

Membership Report Cont.: Mary Ring reported DaVinci RISE is in their 5th year and 27% of their enrolled students are students with disabilities. Donna Jacobson,

LA's Promise asked members about re-opening plans including the percentage of parents coming back. She also shared that 50% indicated they were coming back and that they have been holding Townhall meetings. Sarah Bach, Sycamore Creek Community Charter School shared information about Medical reimbursement training and discussed forming a JPA with other Charter SELPA members. James McGrath shared about a free professional development opportunity with a paid stipend for attending as the cost is covered by a multi-year grant through the Templeton Foundation. This PD opportunity is about inquiry-based learning and one of the presenters as consulted with the Harvard School of Education Project Zero. Members reviewed information on Charter Schools at the Los Angeles County Office Board of Education.

B. SELPA Reports

SELPA staff reviewed information related to special education finance, data, accountability, compliance, CDE monitoring, legislation, policy and the Ad Hoc Committee meeting.

V. RECOMMENDATIONS

C. Approval of LAC Charter SELPA Policy and Procedure Manual.

Moved Approval: Nadia Shaiq; **Second:** Loretta Burns; **Aye:** 23; **Nay:** 0; **Abstention:** 0; **Motion:** Carried.

D. Approval of SEIS as the SELPA Special Education Data Management System

Moved Approval: Mary Ring; **Second:** Padmini Srinivasanhands; **Aye:** 20; **Nay:** 0; **Abstention:** 0; **Motion:** Carried.

VI. CLOSING ITEMS

Members reviewed future meeting dates.

VII. ADJOURNMENT

Moved Approval: Donna Jacobson; **Second:** Nadia Shaiq;
Meeting Adjournment: 9:35 a.m.

Item IV. **REPORTS / STUDY TOPICS**

A. Membership Report – Discussion and Information

1. [2021-22 Possible SELPA Applicants](#)
 1. Future is Now Preparatory, 6-12 Countywide
 2. Irvine International Academy
 3. SEED School of Los Angeles 9-12 Countywide
 4. Graham Yalle Visual & Performing Arts Charter, Fresno
 5. Thoreau Community Charter, Santa Barbara
2. 2021-22 SELPA Applicant
 1. **Bridges Preparatory Academy**
3. 2021-22 Approved SELPA Members
 1. T.I.M.E. Community School
4. 2020-2021 LAC Charter SELPA Members (**29 Members; 15 quorum**)
 1. Academia Avance
 2. Academia Moderna Charter School
 3. Blue Ridge Academy
 4. Da Vinci Rise Charter School
 5. Edward B. Cole Sr. Academy
 6. Granite Mountain
 7. Heartland Charter School
 8. ICEF Inglewood Charter Elementary
 9. Intellectual Virtues Academy
 10. International School for Science & Culture
 11. Isana Academies Achernar
 12. Isana Academies Himalia
 13. Jardin de la Infancia
 14. Los Angeles County Office of Education
 15. LA’s Promise Charter High School #1
 16. LA’s Promise Charter Middle School #1
 17. Lake View Charter School
 18. Lashon Academy Charter
 19. Lashon Academy City Charter
 20. Opportunities for Learning, Duarte
 21. Opportunities for Learning, William S. Hart
 22. Options for Youth – Acton
 23. Palm Lane Elementary Charter School
 24. Prepa Tec Los Angeles High School
 25. Prepa Tec Los Angeles Middle School
 26. Soleil Academy
 27. Sycamore Creek Community Charter School
 28. Village Charter Academy
 29. We the People High School
5. Charter Schools at the [LACOE Board of Education](#)

<u>LEA</u>	<u>Motion to:</u>	<u>Date</u>	<u>Motion</u>
LA’s Promise Charter Middle School	Approve Material Revision	7/7/20	Passed
LA’s Promise Charter High School	Approve Material Revision	7/7/20	Passed
The SEED School of Los Angeles County	Approve Countywide	7/7/20	Passed
Soleil Academy	Approve Material Revision	7/14/20	Passed

Future Is Now Preparatory	1. Deny Countywide 2. Alternate motion to approve	7/21/20	1. Failed 2. Passed
Century Academy for Excellence	Deny Appeal: Lennox	10/6/20	Passed
LA's Promise Charter Middle School	Public Hearing	1/12/21	No Action
LA Promise Charter High School	Public Hearing	1/12/21	No Action
Soleil Academy, TK-5	Approve Renewal	1/12/21	Passed
Bridges Preparatory Academy (BPA)	1. Deny Appeal: Compton 2. Alternate motion to approve	1/19/21	1. Failed 2. Passed
The California Collegiate Charter	Public Hearing	2/2/21	Hearing
LA Promise Charter Middle School	Approve the Renewal Pet.	2/9/21	Passed
LA Promise Charter High School	Approve the Renewal Pet.	2/9/21	Passed
Crenshaw Entrepreneurial Academy	Remand to LAUSD	3/2/21	Passed
California Collegiate Charter School	Deny Appeal: LAUSD	3/16/21	Passed
Material Revision: Jardin de la Infancia	Approve/Deny	4/6/21	



Applicant: Bridges Preparatory Academy

Membership Year: 2021-2022

Executive Summary for the Executive Directors Council

Los Angeles County Charter SELPA received and reviewed the SELPA Membership application on behalf of Bridges Preparatory Academy for academic year 2021-2022. Bridges Preparatory Academy is a new charter school authorized by the Los Angeles County Office of Education on appeal from Compton and will begin operation in August 2021. On Tuesday, January 10, 2021, the Los Angeles County Board of Education took action and voted 6 to 1 to approve the Charter for Bridges Preparatory Academy for a four-year term. Bridges Preparatory Academy wants to be their own LEA for special education purposes. As such, they are seeking membership within the Los Angeles County Charter SELPA.

Bridges Preparatory Academy submitted a comprehensive application to the LAC Charter SELPA on March 18, 2021. Los Angeles County Charter SELPA conducted the review process during the months of March and April for membership consideration for the 2021-2022 school year. Below are the findings of the SELPA review.

On April 22, 2021 a capacity interview was held to gather additional information about how the charter school will serve students with disabilities. LACOE Charter SELPA interview panel members included Jim Anderson, SELPA Director; Damali Thomas, Project Director; Liz Thompson, Coordinator; Heather Whitaker, Coordinator; Abby Huang, Financial Operations Consultant; Angela Miller, LEA Member and Principal of Palm Lane Charter School; Wendy Shmaeff, LEA Member and Director of Student Services for Village Charter Academy; and Analy Mendoza, SELPA Senior Clerk Typist. Charter school representatives in attendance were Alejandro Gomez, Executive Director; Trena Spurlock, Board Member; and Addison Grant with ExEd. The purpose of the capacity interview was to help evaluate the LEA's understanding of the responsibilities as it relates to educating students with disabilities. The application materials can be accessed at the following link:

https://padlet.com/LACOE_SELPA/gr5yln53y9abjm0v

Based on the review of the application and information gathered from the capacity interview, Bridges Preparatory Academy meets the minimum standards of all required elements. As such, Los Angeles County Charter SELPA recommends approval of Bridges Preparatory Academy and that the Executive Directors Council consider this recommendation for approval at its next meeting scheduled for April 29, 2021.

Application Rationale:

Bridges Preparatory Academy is applying to become an independent local education agency (LEA) member in the Los Angeles County Charter SELPA for purposes of special education. Bridges Preparatory Academy recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs.

Overview:

Bridges Preparatory Academy is an independent charter middle school that will serve students in grades 6th through 8th from the Compton Community. At Bridges Preparatory Academy there is a belief that every young person in Compton can connect with and meaningfully contribute to their community.

Far too many youth in the community are experiencing childhood trauma. While many people think of trauma as a major, single event, it is important to note that childhood trauma is an event that threatens someone’s life, safety, or well-being. Childhood traumas may include experiences such as abuse or neglect, witnessing family or community violence, accidents, exposure to parental drug or alcohol abuse, separation from parents through parental death or divorce, parental criminal behaviors, or parental incarceration. The impact of these events on children is particularly significant as they can have long-lasting, even life-long ramifications.

To mitigate the impact of childhood traumas, Bridges Preparatory Academy will offer an inclusive, rigorous, college-ready and trauma-sensitive education that will provide all students with the academics and social-emotional skillset to excel in high school and beyond.

Application Overview and Summary:

Category	Description	Points Awarded
Required Elements	Completed application, Charter petition, Audit report, API Scores SARC, Details of credentialed staff, Signed SELPA assurances, SPED pupil Count and Notice of Withdrawal	33 of 39
Special Education Components	Child find, Gen. Ed program modifications, Referral process, Assessment procedures, IEP development process and suspension and expulsion data	19 of 21
Special Education Services	DIS Services, SAI, NPS/NPA, Inclusion, Transportation	18 of 21

Compliance	504, Due process, State complaints, ADA compliance, Service of students, Administration, Professional Development, Process for settling disputes and SELPA LEA Assurances	26 of 27
Fiscal	Budget, Special education accounting, Audit, CMO Affiliation	51 of 60

Possible Points: 168

Minimum Acceptable Points: 137

Total Points Awarded: 147

Recommendation: Approve SELPA Membership with the following conditions:

1. Proof of Liability Insurance no later than August 1, 2021
2. List of credentials for all certificated staff no later than August 1, 2021.
3. Receipt of a signed and executed SELPA Participants Agreement no later than August 1, 2021.

Item IV. **REPORTS / STUDY TOPICS - Informational**

- B. [SELPA Reports](#) – Member Discussion
 - 1. Finance
 - a. Annual Budget Plan
 - b. [State SELPA Finance Report](#)
 - 2. Data, Accountability, Compliance & CDE
 - a. CALPADS – CDE Letter 4-21-21
 - 20-21 End-of-Year (EOY)
 - Primary Data Submitted: Special Education and Postsecondary Outcomes for Students with Disabilities (SWD) Prior Year Completers
 - Timelines
 - Submission Window: 5/10/21 to 7/30/21
 - Certification Deadline: 7/30/21
 - Amendment Window: 7/31/21 to 8/27/21
 - Frequent Uploads: Special Education Information
 - b. CDE Monitoring
 - Special Education Plans (SEP)
 - Disproportionality Notifications
 - c. [State SELPA C-3 Report](#)
 - 3. Legislation and Policy
 - a. [AB 1316 O’Donnell. School accountability: financial and performance audits: charter schools: contracts.](#)
 - b. [State SELPA Legislative Matrix](#)
 - c. [State SELPA Government Relations Representative Report](#)
 - 4. [Ad Hoc Committee Updates](#)
 - a. 3-25-2021 Meeting Items – No Governance action at this time.
 - Budget and Staffing
 - Low Incidence Funds
 - ADR Grant and Cadre
 - SELPA Hierarchy of Needs



April 21, 2021

Dear County and District Superintendents and Charter School Administrators:

**Steps for Ensuring Quality Data for High Stakes Purposes
Mid-Year Data Collection Update**

The California Department of Education (CDE) would first like to congratulate local educational agencies (LEAs) in successfully certifying their 2020–21 Fall submissions to the California Longitudinal Pupil Achievement Data System (CALPADS), while providing quality instruction and services in new ways to meet the diverse needs of both staff and students in a safe manner. The data LEAs certified as part of the Fall 1 submission form the basis for funding allocations pursuant to the Local Control Funding Formula and the \$6.6 billion made available as part of the Assembly Bill 86 COVID-19 relief package. The data certified as part of the Fall 2 submission are being provided to the Commission on Teacher Credentialing (CTC) to monitor whether all of California’s public school teachers hold the appropriate credentials and authorizations to instruct students in their enrolled courses and are required for federal reporting. These data will also be publicly posted on DataQuest, used in the School Accountability Report Card, and the California School Dashboard (Dashboard) for Local Indicator Priority 1.

As we approach the end of the school year, our attention now turns to the CALPADS End-of-Year (EOY) submissions which open on May 10, 2021. The EOY submissions provide the bulk of the data used to develop the accountability indicators on the Dashboard and report student outcomes on DataQuest. While California has received a federal waiver from certain Every Student Succeeds Act (ESSA) accountability requirements, the CDE must await statutory changes to align state accountability requirements by suspending the reporting of state indicators on the 2021 Dashboard. The CDE, however, anticipates that public reporting of the data will still be required, making LEA certification of all the 2020–21 EOY submissions a continued and important requirement which inform teaching and learning.

The CDE appreciates and applauds the dedication of the CALPADS Administrators and their staff to keep CALPADS up-to-date on an ongoing basis and to submit certified data by the deadlines. The CDE recognizes the increased responsibilities placed on CALPADS staff which *requires the active involvement of many others, including those from human resources, curriculum and instruction, assessment and accountability, business offices, food services, and school sites*. The active involvement of these staff is more critical than ever because CALPADS data impact numerous mission critical functions of your LEAs. Such functions include providing data for funding calculations, monitoring, and accountability, and functions that are high stakes for individual students, such as registering students for statewide testing or identifying students for receipt of Pandemic-Electronic Benefit Transfer (P-EBT) food benefits.

Executive Leadership Steps to Support Timely Submission of Quality Data

To help ensure the timely submission of quality data, executive leadership should solicit input and act on the suggestions from CALPADS Administrators for specific ways to improve data quality for your LEA and to support them and the staff they rely upon to manage and submit data to CALPADS. General steps that executive leadership can take to support CALPADS staff and ensure data quality include the following:

- Regularly use data to inform decisions, and review business processes to ensure they are adequate to provide for the ongoing maintenance, use, and review of data.
- Communicate broadly beyond CALPADS staff to *all* staff, including principals and site staff, that data plays a key role in mission critical functions and it is vital that they ensure local systems are updated in a timely fashion and that they carefully review CALPADS reports when requested to do so.
- Ensure that processes are in place for curriculum and instruction staff to (1) review next year's courses during the spring and summer, especially new courses, to ensure they are mapped to the appropriate state course codes and have appropriate course attributes, and (2) review that a-g courses are accurately reflected in the University of California's Course Management Portal.
- Support human resources staff and credential analysts to ensure that teachers have valid credentials and authorizations, and if needed, Temporary County Certificates and board-approved local assignment options that are valid *prior to teachers beginning their assignments in the fall*. This will reduce the number of potential mis-assignments identified during the Commission on Teacher Credentialing's assignment monitoring process which is based on the staff, course, and student course enrollment data submitted to CALPADS.
- Ensure that the Special Education Data Coordinator and the CALPADS Administrator have developed and are following business processes that result in the alignment of special education data system (SEDS) and student information system (SIS) data.

Executive leadership should also be aware of new workload that LEAs are responsible for this spring, that requires leadership support:

- LEAs will play a role in the administration of the P-EBT program which will provide over \$4.5 billion benefits to eligible TK-12 students. In addition to regularly updating CALPADS, LEAs will be required to disseminate P-EBT benefit cards to homeless students at the school site or district office, and to extend the state's campaign efforts in communicating about the program to eligible families. Administrative funding will be made available to support these activities. This effort will benefit from a team which includes nutrition services staff, homeless liaisons, school site staff, and CALPADS staff.

April 21, 2021

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- LEAs will be asked for the first time to submit student test results from the Armed Services Vocational Aptitude Battery (ASVAB), to the new ASVAB Reporting System. The purpose of submitting this information is to provide the CDE with statewide data to analyze and evaluate in order to determine the validity and reliability of the data being recommended for inclusion in the College/Career Indicator (CCI) as reported on the Dashboard. These data are being collected to continue the CDE's efforts in meeting the directive of the State Board of Education to expand the CCI with more career measures to better reflect the work of schools. This effort will benefit from a team which includes staff from school sites that administer the ASVAB and a district level coordinator that works with the CALPADS administrator.

Finally, the CDE fully recognizes its responsibility to continue to improve CALPADS system performance, and will be communicating upcoming changes to CALPADS staff later this spring. In the meantime, I thank you and your staff for continued efforts to serve California's students during these challenging times through the submission of quality data.

If you have any questions about this letter, please contact the CALPADS/CBEDS/CDS Operations Office by phone at 916-324-6738 or by email at calpads@cde.ca.gov, or Glenn Miller, Administrator, by phone at 916-319-0529 or by email at gmliller@cde.ca.gov.

Sincerely,

Jerry Winkler, Director
Educational Data Management Division

JW:pm

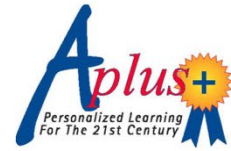
cc: CALPADS Administrators



California
Charter Schools
Association



**CHARTER SCHOOLS
DEVELOPMENT CENTER**



April 20, 2021

The Honorable Patrick O'Donnell
Assembly Education Committee
1020 N Street, Room 159
Sacramento, California 95814

Dear Chair O'Donnell and Members of the Committee:

On behalf of more than 1,300 nonprofit charter public schools serving over 700,000 California students and their families, the California Charter Schools Association (CCSA), the Charter Schools Development Center (CSDC), the Association of Personalized Learning Schools & Services (APLUS+) with more than 130 organizations that represent over 350 charter public schools are signing on to this letter, in strong and unified **OPPOSITION to Assembly Bill 1316 (O'Donnell)** that would fundamentally damage the operations and missions of the entire California charter public school sector.

As you know, the nonprofit charter public school community has for many years worked with lawmakers on legislation and policy to ensure all nonprofit charter public schools are academically, fiscally and operationally accountable. However, AB 1316 has been introduced without any collaboration or meaningful engagement of the charter public school community. As a result, the bill is a misguided and one-sided approach that will hurt hundreds of thousands of California families and undermines the clear intent of the Charter Schools Act "to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure" for the purpose of increased learning opportunities, innovation and expanded choices though a performance-based accountability system (Education Code section 47601).

AB 1316 Ignores Recent Sweeping Changes in Charter Law. A package of bills passed in 2019 made comprehensive reforms to the accountability and transparency for all charter schools. Provisions of AB 1316 would blatantly violate the agreement reached through the negotiations on all these bills to limit further charter restrictions. These recent reforms include:

- **SB 126 (Leyva)** which specifically applies Government Code section 1090, the Brown Act, the Political Reform Act and the Public Records Act to charter schools to provide greater transparency in operations, strengthen conflict of interest prohibitions, and improve public transparency in charter school contracting and other board actions.
- **AB 1505 (O'Donnell)** which provides additional and specific factors for authorizers to consider in chartering decisions, provides clear and specific renewal criteria and imposed new credentialing requirements on charter schools.

- **AB 1507 (Smith)** which enacts significant limitations related to the location of resource centers operated by nonclassroom-based charter schools to improve transparency and authorizer oversight of nonclassroom-based programs.

We supported this package of charter school bills that impose strict regulations on the operations and accountability for all charter public schools, including nonclassroom-based charter public schools (NCBs). Many schools significantly restructured their operations to abide by the new measures. AB 1316 ignores the measures already passed to address the concerns regarding both classroom-based and NCBs.

AB 1316 attempts to paint a broad brush on the charter public school sector by citing a single egregious case of fraud by a school and local authorizers, and ignores the hard work and high ethical standards of the majority of charter public schools. Like the general public, the charter community was shocked and outraged by the criminal fraud and abuse in this case, and in fact, took early whistleblower action to notify the Superintendent of Public Instruction and the State Board of Education, encouraging them to step-in and investigate the troubling and questionable practices of this fraudulent operator. The individuals responsible for these egregious actions have pled guilty or are currently being prosecuted, including at least one school district superintendent, for a large number of criminal violations of existing law. It is important to underscore that these criminal actions occurred prior to the implementation of the new reforms noted above.

AB 1316 Imposes Anti-Student Constraints on ALL Charter Schools, eroding their opportunity to innovate, or deliver mission-driven and student-centered programs. AB 1316 would **prohibit multiple-track** schools that offer additional instructional days than students would otherwise receive, and **restrict instructional day** flexibility for all charter schools that would negatively hurt at-risk students that require scheduling flexibility due to work hours or childcare commitments.

AB 1316 ignores the significant **new credentialing requirements** enacted in AB 1505 and diminishes the value of paraprofessionals in offering a comprehensive educational program by imposing new and more stringent credentialing requirements. AB 1316 also **increases charter oversight fees** without any basis or accountability for the use of these funds. By increasing fees without any reasonable accountability for the use of those fees by authorizers, funds intended for charter students will be diminished and program quality could suffer directly impacting a student's education.

AB 1316 would essentially eliminate "nonclassroom-based" charter schools by imposing unworkable mandates for site-based programming, excessive limits on enrollment, and mandatory funding cuts.

CCSA recently released the report *Serving Diverse Student Needs in the Golden State: Practices and Programs of Nonclassroom-based Charter Public Schools (NCBs)*. NCBs currently serve more than 190,000 students in California and have served 25-30 percent of all charter public

school students since at least 2008. The flexibility of NCBs allows them to offer students a tailored blend of distance learning, independent study, home study, site-based instruction, other services at resource center facilities, and/or access to career technical education pathways. Many of these schools maximize the learning potential and academic gains by offering a range of instructional support, with particular emphasis on individualized learning for some of the state’s most vulnerable students – including those who have been expelled multiple times, dropped out of school, are chronically absent, teenage parents, medically fragile, and/or have mental health issues – and require more intensive tutoring and teacher supervision. These schools serve students who have failed to succeed in a traditional site-based setting yet are now thriving in a personalized learning environment which is the hallmark of all NCBs.

AB 1316 would require all NCBs to offer a **parallel site-based program** for all high school students and any student who is not succeeding in the independent study setting. This nonsensical and wasteful approach to offering an alternative to traditional classroom-based programming is even more troubling given the significant constraints on physical operations of NCBs just imposed in AB 1507. By further limiting the geographic scope of enrollment and **capping enrollment** relative to district size, AB 1316 upends the reforms recently imposed in AB 1507 and would require even more operational restructuring and reorganization, without any evidence the reforms in AB 1507 are working. AB 1316 would **mandate funding cuts** for all NCBs solely based on the level of classroom instruction, without any quantifiable evidence that correlates to student academic success with in-person instruction. These students have chosen alternative instructional models because they are not academically successful in a classroom-only learning environment. Mandating program cuts without regard to program effectiveness or individual student needs, and based on a single metric, will severely limit the capacity of schools to provide meaningful, innovative and flexible learning opportunities to the most disenfranchised students in California, as well as undermine student success and increase the state’s school dropout rate.

AB 1316 ignores the good work and commitment that NCBs offer their community. It is important to note that during the pandemic, all schools became “nonclassroom-based”, and many of the leaders in this charter sector openly offered best practices, support and resources to other charter schools and traditional school districts to transition to a more successful distance learning environment for all of California students. These schools were also held to their pre-pandemic requirements for student progress and attendance reporting. We must be careful not to “throw the baby out with the bathwater” as we consider what narrow additional controls may be appropriate to further limit exposure to fraud.

New Audit and Fiscal Reporting and Oversight Requirements are Excessive and Duplicative.

AB 1316 would overlay broad new fiscal and operational accountability on ALL charter schools by ignoring the existing annual audit requirements, and the significant impact of fiscal and operational accountability reforms already implemented under AB 1505, AB 1507 and SB 126. By imposing the entirety of the **Public Contract Code** on charter schools, this bill would blatantly violate the recent agreement on which school district laws should apply to charter

schools, and eliminate flexibility, a fundamental element of the charter school model. The new **fiscal reporting requirements and audit provisions** in this bill are particularly cumbersome and convoluted through the imposition of duplicative and wasteful oversight across many agencies, including independent auditors, charter authorizers, county offices of education, the California Department of Education (CDE) and the State Controller. While some narrow additional accountability may still be considered for the NCB sector, this bill goes too far. We note that SB 593 (Glazer), also introduced this session, attempts to address fiscal accountability concerns for NCBs in a much more strategic and targeted manner.

California's charter schools provide a meaningful and accountable educational opportunity for many of California's students. The essential value of the flexibility of charter schools was on full display during the pandemic. Charters were the first to transition to distance learning, led by the leadership of the nonclassroom based sector. Charter schools also led the education community to provide critical community support such as student meals. We take seriously our commitment to educational outcomes, and fiscal and operational accountability and transparency, but the value of our responsiveness and flexibility must not be diminished.

Unfortunately, AB 1316 is the wrong approach. For the reasons stated above, we respectfully, but firmly **OPPOSE AB 1316**.

Respectfully,

Myrna Castrejón/Ella/She/Her
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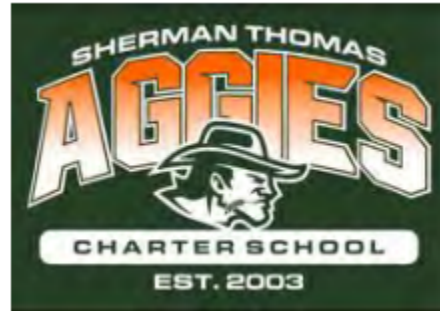
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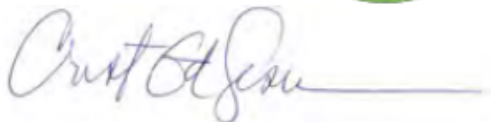



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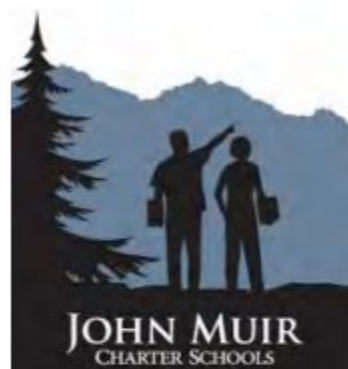
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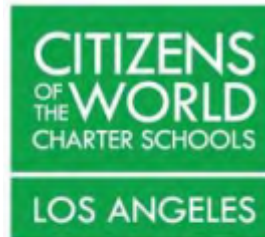


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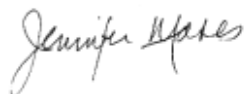
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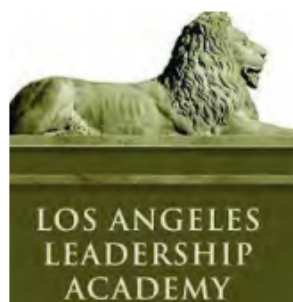
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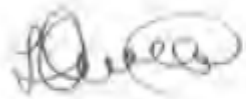
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A handwritten signature in black ink, appearing to read "Laurilie Keay".

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A handwritten signature in black ink, appearing to read "Amy Berfield".

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Executive Directors Council Meeting – April 29, 2021

Item V. **RECOMMENDATIONS**

- A. Approval of *Bridges Preparatory Academy* for SELPA membership commencing July 1, 2021 for the 2021-2022 school year

Based on a review and evaluation of the *Bridges Preparatory Academy* SELPA Application, the April 22, 2021 LEA Capacity Interview and as reviewed and discussed by the Executive Directors Council, it is recommended the Executive Directors Council vote to approve SELPA membership for the 2021-2022 school year to *Bridges Preparatory Academy* with the following conditions:

1. Proof of Liability Insurance no later than August 1, 2021
2. List of credentials for all certificated staff no later than August 1, 2021
3. Receipt of a signed and executed SELPA Participants Agreement no later than August 1, 2021.

Executive Directors Council Meeting – April 29, 2021

Item VI. **CLOSING ITEMS**

- A. SELPA Calendars: Executive Directors Council; Ad Hoc & Finance Committee; Program Council; Community Advisory Commission; and Professional Development



2020-2021 Executive Directors Council Calendar of Meetings

Doors Open: 7:30 a.m.
Meeting: 8:00 a.m. to 10:00 a.m.

<u>MONTH</u>	<u>DATE</u>	<u>LOCATION</u>
October	29	<u>LAC SELPA Office</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
January	28	<u>LAC SELPA Office</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
March	25	<u>LAC SELPA Office</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
April	29	<u>LAC SELPA Office</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
May	27	<u>LAC SELPA Office</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242
June	24	<u>LAC SELPA Office</u> Room: TBD 9300 Imperial Hwy., Downey, CA 90242

Created: 5/23/20 ja; Approved: 5/28/20; 6/25/20 rev.

*Please note the room change.



**2020-2021 Finance & Ad Hoc Committees
 Calendar of Meetings**

Meeting: 10:00 a.m. to 12:00 p.m.

MONTH	DATE	LOCATION
October	29	LAC SELPA Office Room: TBD 9300 Imperial Hwy., Downey, CA 90242
January	28	LAC SELPA Office Room: TBD 9300 Imperial Hwy., Downey, CA 90242
March	25	LAC SELPA Office Room: TBD 9300 Imperial Hwy., Downey, CA 90242
April	29	LAC SELPA Office Room: TBD 9300 Imperial Hwy., Downey, CA 90242
May	27	LAC SELPA Office Room: TBD 9300 Imperial Hwy., Downey, CA 90242
June	24	LAC SELPA Office Room: TBD 9300 Imperial Hwy., Downey, CA 90242

Created: 5/23/20 ja; Approved: 5/28/20; 6/25/20 rev.

*Please note the room change.

**2020-2021 Program Council
 Calendar of Meetings**

1:00 p.m. – 3:00 p.m. – Regular Meeting
 3:00 p.m. – 4:00 p.m. – New Member Support

MONTH	DATE	LOCATION
August	27	LAC SELPA Office & Virtual 9300 Imperial Highway Downey, CA 90242
October	15	LAC SELPA Office & Virtual 9300 Imperial Highway Downey, CA 90242
December	17	LAC SELPA Office & Virtual 9300 Imperial Highway Downey, CA 90242
February	11	LAC SELPA Office & Virtual 9300 Imperial Highway Downey, CA 90242
April	15	LAC SELPA Office & Virtual 9300 Imperial Highway Downey, CA 90242
June	3	LAC SELPA Office & Virtual 9300 Imperial Highway Downey, CA 90242



**2020-2021 Community Advisory Committee
 Calendar of Meetings**
 3:00 p.m. to 4:00 p.m.

<u>MONTH</u>	<u>DATE</u>	<u>LOCATION</u>
September	8	<u>LAC SELPA Office</u> 9300 Imperial Highway Downey, CA 90242
December	8	<u>LAC SELPA Office</u> 9300 Imperial Highway Downey, CA 90242
March	9	<u>LAC SELPA Office</u> 9300 Imperial Highway Downey, CA 90242
June	1	<u>LAC SELPA Office</u> 9300 Imperial Highway Downey, CA 90242



2020-2021 Professional Development Calendar

Full Day	Presenter	Time	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Woodcock Johnson IV Achievement Test Administration and Scoring	SELPA	9 A.M. - 4 P.M.			25					3			
Administrative Designee: The Art of Facilitating IEP Meetings	SELPA	9 A.M. - 4 P.M.		26					14				
Special Education 101: Foundations of Serving Students with Disabilities	Expatiate Communications	9 A.M. - 4 P.M.			15								
Instructional Strategies for Serving Students with Mild/Moderate Disabilities	Expatiate Communications						9						
Legally Defensible IEPs: A Framework for Effectively Serving Students with Disabilities	SELPA	9 A.M. - 4 P.M.			9								
Purposeful Transition Planning to Foster Post-Secondary Success	Cross Country	9 A.M. - 4 P.M.								18			
Half Day	Presenter	Time	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Implicit Bias in the IEP Process and Strategies to Promote Inclusion	Harper Conflict Resolution	1 P.M. - 4 P.M.				22							
Nonviolent Crisis Intervention - Initial	SELPA	9 A.M. - 2 P.M.		28						26			
Nonviolent Crisis Intervention - Refresher	SELPA	9 A.M. - 12 P.M.			4								
SEIS for Teachers	SEIS	9 A.M. – 12:30 P.M.		27									
SEIS for Administrators	SEIS	9 A.M. – 12:30 P.M.		24									
Psychologist Support	Presenter	Time	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Psychologist Professional Development	SELPA	8 A.M. - 4 P.M.			18		20			12	26		28

California Diagnostic Center Trainings												
Moving Up the Pyramid: Secondary and Tertiary Behavioral Interventions Within a Multi-Tiered System of Supports	Diagnostic Center	Date, Time, and Location TBD										
Do This Not That! Mental Health for Educators	Diagnostic Center	Date, Time, and Location TBD										