



## Transformational Education Inc.

### Governing Board Meeting Notice

Notice is hereby given that Transformational Education Inc., will hold a board meeting as listed below.

Date: Monday, August 25, 2014

Time: 5:30 p.m.

Location: TEAM Charter School, 600 East Main St Street, Stockton

Public input on specific agenda items: Any person of the public desiring to speak shall be allowed to speak during public comment time and has the option of speaking once on any agenda item when it is being discussed. Speaking time shall generally be limited to three minutes, unless a longer period is permitted by the Board President. Agenda speakers will be limited five minutes.

Special needs: If you have special needs because of a disability which makes it difficult for you to participate in the meeting or you require assistance or auxiliary aids to participate in the meeting, please contact Debbie Eison at (209) 918-6000. Transformational Education Inc., will attempt to accommodate your disability.

### **Agenda**

Open Session

Call to Order

Roll Call

Adjustment and Amendments to the Agenda

Oral/Written communications from the public

Opportunity for members of the public to address the board regarding items not on this agenda

**ACTION ITEM 1:** Approve Minutes from August 12, 2014 Board Mtg

**ACTION ITEM 2:** Approve Promotion and Retention Policy

ACTION ITEM 3: Approve Amendments to the Employee Handbook

INFORMATION ITEM 1: PCGSB Report

INFORMATION ITEM 2: CFO Report

INFORMATION ITEM 3: Deputy E D Report

INFORMATION ITEM 4: Principal's Report

INFORMATION ITEM 5: Executive Director Report

Board Discussion

Agenda Setting

## ACTION ITEM 1

Date: August 12, 2014  
TO: TEI Board of Directors  
FROM: Debra Eison, Executive Director  
SUBJECT: Approve minutes of TEI Board Meeting August 14, 2014

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Transformational Education Inc.

Board of Directors Meeting Minutes

Date: August 12, 2014

Start Time: 5:05PM

Directors in Attendance: John Solis, Candy Vargas, Toni Cecchetti, Tod Hill, Debbie Vallejo, Debbie Eison,

Directors Absent: Tony Sajor

Also in Attendance: Doug Wacker

Meeting Facilitator: Candy Vargas, Vice President (Started Meeting)  
John Solis, President (Upon Arrival)

Adjustment and Amendments to the meeting agenda: None

Oral/Written Communications from the Public and/or Public to Address BOD: None

Public Comments: None

**ACTION ITEM 1:** Approve Deborah Vallejo as TEAM Board Member

Discussion:

Motion: Tod Hill

Second: Toni Cecchetti

PASSED 4-YES 0-NO 0-Abstain

ACTION ITEM 2: Approval of Minutes from June 23, 2014 Meeting:  
Discussion: Corrections to be made: Date corrections on Action Item 1 & 2  
Spelling correction on Information Item 1  
Date change from 2014 to 2015 on

Information Item 3

Motion: Tod Hill - Made the motion to approve amended minutes

Second: Debbie Eison

PASSED 4-YES\* 0-NO 1-Abstain (C. Vargas)

\*D. Vallejo now a voting member

ACTION ITEM 3: Approval of Lease for 540 East Main Street, Stockton

Discussion: Lease information presented by D. Vallejo

Motion: Toni Cecchetti

Second: Tod Hill

PASSED 5-YES 0-NO 0-Abstain

ACTION ITEM 4: Approval of MOU Terms proposed by Charter School Capital

Discussion: MOU information presented by D. Eison. Debbie Eison asked if there was any reason

She and Debbie Vallejo should recuse themselves from voting on this item. The Board

members in attendance found no reason to recuse as there was no conflict of interest.

Motion: Tod Hill

Second: Candy Vargas

PASSED 5-YES 0-NO 0-Abstain

INFORMATION ITEM 1: Facility Update – This information was covered in Action Items 3 & 4

INFORMATION ITEM 2: CFO Report – D. Wacker

- Education Protection Account (EPA) Spending Plan Actual Expenses
- Budget to Actual

INFORMATION ITEM 3: Deputy Executive Director Report – D. Vallejo

- Enrollment 457 students for 2014-2015 SY
- 20 Classrooms
- Kinder Camp for incoming students, August 13 & 14

- Continuing Adult Education partnership with WorkNet, and Delta Charter
  - Information meetings to be held August 14<sup>th</sup> at 9:30AM and 5:30PM
- Tech Assistant – E. G.
- General duties for start-up in progress

**INFORMATION ITEM 4:**

Executive Director Report – D. Eison

- Board invited to TEAM to attend motivational speaking event with Kevin Bracey on Thursday, August 21<sup>st</sup> at 11:00AM
- Will notify landlords of TEI Board’s desire to tour 540 E. Main building as soon as possible

Agenda Items for next Board meeting:

- Promotion & Retention Policy
- PCSGP Audit Report
- Website Dashboard

Motion to adjourn at 5:52PM

Motion: Tod Hill

Second: Debbie Vallejo

Discussion:

PASSED

5-YES\*

0-NO

0-Abstain

\*Includes all Board members present at the time of the vote

## ACTION ITEM 2

Date: August 25, 2014  
TO: TEI Board of Directors  
FROM: Debra Eison, Executive Director  
SUBJECT: Approve Promotion and Retention Policy

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### BACKGROUND:

**It is suggested that TEAM adopt a policy to govern retention and promotion of students. The proposed policy is as follows:**

### BOARD POLICY

#### **TEAM Charter School Student Promotion/Acceleration/Retention**

Approved:

Acceleration from Kindergarten to First Grade

The decision to require transitional kindergarten students to complete the entire two year program is a district decision and will be determined at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon determination the child is ready for first grade work. Classroom space must be available.

Admission shall be subject to the following minimum criteria:

- The student is at least five years of age.
- The student has attended a public school transitional kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
- The student is in the upper five percent of his/her age group in terms of general mental ability.
- The physical development and social maturity of the student are consistent with his/her advanced mental ability.
- The parent/guardian of the student has filed a written statement with the school district approving the placement in first grade after student has satisfied the expectations of successful completion of the first year of transitional kindergarten.

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon determination the child is ready for first grade work. (EC 48011) Classroom space must be available.

Admission shall be subject to the following minimum criteria:

- The student is at least five years of age.
- The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
- The student is in the upper five percent of his/her age group in terms of general mental ability.
- The physical development and social maturity of the student are consistent with his/her advanced mental ability.
- The parent/guardian of the student has filed a written statement with the school district approving the placement in first grade.

#### Continuation in Kindergarten

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten for not more than one additional school year. (EC48011)

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (EC 48011)

#### Retention at Other Grade Levels

The Superintendent or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels: (EC 48070.5)

- Between grades 2 and 3
- Between grades 3 and 4
- Between grades 4 and 5
- Between grades 5 and 6

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts and mathematics shall be the basis for identifying students between grades 4 and 5 and grades 5 and 6. (EC48070.5)

Students shall be identified on the basis of grades, overall classroom progress and performance and other indicators of academic achievement such as national, state, and local assessments, portfolios of student work, reading inventory assessments, and reading running records. Additional factors to be considered shall be academic, physical, social, and emotional readiness for the next grade.

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (EC 48070.5)

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (EC 48070.5)

If the student does not have a single regular classroom teacher, the principal or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (EC 48070.5)

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parent/guardian as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (EC 48070.5)

A Student Study Team (SST) shall be convened to review all applicable student data. The team shall consist of the student's regular classroom teacher(s); the site administrator; the child's parent/guardian; and others when applicable to ensure adequate time to provide appropriate instructional intervention. The team shall be convened within six weeks of a referral. A Student Study Team (SST) with intervention and assessment strategies will be developed for those students not demonstrating satisfactory classroom progress and performance.

The Superintendent or designee shall also provide a copy of the district's promotion/retention policy to those parents/guardians who have been notified that their child is at risk of retention.

The teacher's decision to promote or retain a student may be appealed consistent with Governing Board policy.

The burden shall be on the appealing party to show why the teacher's decision should be overruled. (EC48070.5)

To appeal a teacher's decision, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 days of the determination of retention or promotion.

The teacher shall be provided as opportunity to state orally and/or in writing the criteria on which his/her decision was based.



Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee may meet with the appealing party and the teacher. If the Superintendent or designee determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meeting in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as a part of the appeal process or, at the discretion of the Board, the Board may also meet with the appealing party, the teacher, and the Superintendent/designee to decide the appeal. The decision of the Board shall be final.

If the decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

IT IS RECOMMENDED:

That this policy is adopted.

ACTION FOLLOWING APPROVAL OF THE MOTION:

Policy will be used to guide decisions effecting promotions and retentions.

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MOTION APPROVED

MOTION DENIED

Yes \_\_\_\_\_ NO \_\_\_\_\_

### ACTION ITEM 3

Date: August 25, 2014  
TO: TEI Board of Directors  
FROM: Debra Eison, Executive Director  
SUBJECT: Approve Updated Employee Handbook for 2014-15

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**BACKGROUND:** The Team Employee Handbook was revised to include:

New School Year Dates, removal of class schedule (to eliminate need to update annually), inclusion of language regarding use of Facebook and social media, update work hours language with removal of arrival times and addition of "arrive ½ hour before the start of school".

**IT IS RECOMMENDED:**

That the revisions be adopted.

**ACTION FOLLOWING APPROVAL OF THE MOTION:**

The Handbook will be posted and emailed to TEAM Classified and Certificated staff.

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MOTION APPROVED

MOTION DENIED

Yes \_\_\_\_\_ NO \_\_\_\_\_

INFORMATION ITEM 1

DATE: August 25, 2014  
TO: TEI Board of Directors  
FROM: Debbie Eison, ED  
SUBJECT: PCSGP

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**BACKGROUND:** The PCSGP review team visited for 2 days April 17<sup>th</sup> and 18<sup>th</sup>. Administration has reviewed the report and agrees with the findings. The areas of improvement noted are consistent with our self-review.

The report is attached. The Executive Summary follows:

### **Executive Summary**

TEAM Charter School is located in Stockton and was authorized by the Stockton Unified School District. The school opened in the fall of 2011 with grades transitional kindergarten through three. The school added one grade in each of the following two years and at the time of the CSDC visit in the 2013-14 school year, the school enrolled 353 students in grades transitional kindergarten through five. On April 17 and 18, a two-person team from CSDC visited the school to evaluate the effectiveness of the school's instructional program, operations, and finances. A summary of the school's key strengths and areas of improvement follows:

#### **Curriculum, Instruction, and Student Assessment**

##### ***Strengths:***

- TEAM Charter School serves as an alternative to the traditional schools in the district. The school has enrolled a diverse population of students and their families who were attracted to the school's small classrooms and supportive staff.
- Despite opening during a time of academic, assessment, and accountability transitions in the state the school is implementing the Common Core State Standards and is gearing up for full implementation of the Smarter Balanced Assessment.
- The school has hired a group of teachers some of whom are new to the profession and others more experienced who work collaboratively in support of the school's students.

- TEAM has provided many opportunities for professional development for its teachers.
- The school is implementing NWEA's MAP assessment along with benchmark exams to track the progress of their students and identify students who need additional support.
- TEAM has focused on the needs of its English learners, making a great deal of progress in moving them to reclassification.
- Parents we interviewed were very pleased and reported that the teachers and other staff are deeply committed, responsive, and proactive in supporting their students.

***Areas of Improvement:***

- TEAM should consider simplifying its "Intent to Enroll" to only gather information the school needs to complete the random public drawing.
- CSDC suggests that the school make full use of the data from the MAP assessments to examine student progress schoolwide, by grade level, by classroom, and disaggregated by the schools subgroups (ethnicity, socioeconomically disadvantaged, gender, English learner status, etc.) Understanding and responding to the challenges the data reveal will help the school at renewal.
- Parents in our focus group felt that they were somewhat "out of the loop" if they were not able to attend PTO meetings. The school might consider adjusting the time of the PTO meeting to allow for attendance of working parents.
- Both parents and students reported that they would like to see more books for the school's library.

**Governance, Operations, and Finance**

***Strengths:***

- TEAM survived the launch of a charter school during a challenging budget and cash flow crisis for all schools in the state, but especially for new charter schools.
- The school's finances seem generally well-managed and the school's governing board receives and reviews the reports regularly.
- While incurring considerable debt during start-up, the school appears financially sustainable, provided the school continues to carefully monitor its expenses and budgets accordingly
- Board members very supportive and board documents and policies among best developed we've seen. Good to see some participating in training.

***Areas of Improvement:***

- The school's facility lease is among most costly we've seen, and over the long term may impede a long-term facilities plan.
- Board meeting attendance and understanding of some details seem spotty and should improve. It might help to seek more engaged members, beef-up training a bit, and schedule occasional study

sessions on student achievement, finance, etc. Seeking additional training could also help in deflecting conflict of interest concerns

□ TEAM concerns about support for the school's Special Education program from the district, may require another strategy or a redefined relationship.

INFORMATION ITEM 2

DATE: August 25, 2014  
TO: TEI Board of Directors  
FROM: Doug Wacker  
SUBJECT: CFO Report

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Information and Reports attached as separate item.

INFORMATION ITEM 3

DATE: August 25, 2014  
TO: TEI Board of Directors  
FROM: Debbie Vallejo, DD  
SUBJECT: Report

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**Report will be available at the meeting**

INFORMATION ITEM 4

DATE: June 23, 2014  
TO: TEI Board of Directors  
FROM: Marlesse Cavazos  
SUBJECT: Report

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**Report will be available at the meeting to include:**

**Hiring Report, Staff Development, Overview of 1<sup>st</sup> Day of School**

INFORMATION ITEM 4

DATE: June 23, 2014  
TO: TEI Board of Directors  
FROM: Debbie Eison, ED  
SUBJECT: Report

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**Report will be available at the meeting to include: Meeting with SUSD August 19, 2014**