

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 26, 2013

Time: 5:30 p.m.

Location: TEAM Charter School, 921 North El Dorado 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

Approve Minutes of the TEI BOD Board Meeting of JUNE 10, 2013

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 TEI Board Application Form

ACTION ITEM 2: Approve ASES Budget for 13'-14'

ACTION ITEM 3: Adopt Transitional Kindergarten Standards

ACTION ITEM 4: Approve Policy for Admitting Students Who Turn 5 After the K Admittance Date

ACTION ITEM 5: Approve Title 1 Parent Involvement Policy

ACTION ITEM 6: Board Elections
Candy Vargas
Tod Hill

ACTION ITEM 7: SB 740 Application

ACTION ITEM 8: Staff/ Student Interaction

INFORMATION ITEM1: Enrollment for 13'-14' Debbie Vallejo

INFORMATION ITEM 2: Executive Director Report

INFORMATION ITEM 3: Principal's Report

INFORMATION ITEM 4: CFO's Report

INFORMATION ITEM 5: Director of Operations and Development

Board Discussion

Agenda Setting

Transformational Education Inc.
Board of Directors Meeting Minutes
Date: June 10, 2013
Start Time: 5:45PM

In Attendance:

Transformational Education Inc. Board of Directors: John Solis, La Juana Bivens, Debbie Eison, Dillon Delvo, Tony Sajor, Debbie Vallejo

Also in Attendance: Doug Wacker, Heidi Lucero, Candy Vargas

Absent: Amelia Adams, Barbara Coulibaly, Toni Cecchetti

Meeting Facilitator: John Solis, President

Approval of Minutes from May 13, 2013 Meeting:

Discussion: None

Motion: Debbie Vallejo

Second: Tony Sajor

Adjustment and Amendments to the meeting agenda: None

Oral/Written Communications from the Public and/or Public to Address BOD: Debbie Eison advised Board that Toni Cecchetti has been in the hospital and Barbara Coulibaly in currently in Texas.

Public Comments: None

ACTION ITEM 1: Approve Early Release Policy for ASES Program Implementation for School Year 2013-14

Motion: Debbie Vallejo

Second: Tony Sajor

Discussion: TEAM received an ASES grant totaling \$112,000, maximum amount for an elementary school. Debbie Eison attended implementation meeting. Students are to participate in program after school until 6:00PM unless special circumstances occur as written in Early Release Policy.

PASSED 6-YES 0-NO 0-Abstain

ACTION ITEM 2: Approve Personnel Handbook Modifications for School Year 2013-14

Motion: Debbie Vallejo

Second: Dillon Delvo

Discussion: Revisions made in two areas for clarification purposes

PASSED 6-YES 0-NO 0-Abstain

ACTION ITEM 3: Approve TEAM School Board Calendar for School Year 2013-14

Motion: La Juana Bivens

Second: Debbie Eison

Discussion: None

PASSED 6-YES 0-NO 0-Abstain

ACTION ITEM 4: Approve TEAM School Board Application Form

Motion: None

Second:

Discussion: Tabled until August meeting. Board requested that additional information be added to form.

PASSED -YES -NO -Abstain

ACTION ITEM 5: Approve Para-Professional Employment Criteria

Motion: La Juana Bivens

Second: Tony Sajor

Discussion: Board requested additional information be added to criteria. Approved with modifications.

PASSED 6-YES 0-NO 0-Abstain

ACTION ITEM 6: Approve Math Curriculum, Envision.

Motion: La Juana Bivens

Second: Dillon Delvo

Discussion: Purchase of new math curriculum not to exceed \$30,000. Envision math suggested by San Joaquin County Office of Education.

PASSED 6-YES 0-NO 0-Abstain

INFORMATION ITEM 1: Enrollment – D. Vallejo

Current enrollment is 368.

INFORMATION ITEM 2: Review of Board Candidates Tod Hill and Candy Vargas

INFORMATION ITEM 3: School Director's Report – Dillon Delvo

- California Star Testing results
- Student and Parent Orientation
- School Events: Carnival, Kindergarten, Graduation
- Field Trips: Stockton Record, Haggin Museum on RTD, SF Giant's Game, Dairy Council, Apple Tour-Cupertino
- 2012-2013 School Year Book

INFORMATION ITEM 4: CFOs Report – Doug Wacker

- Review of Budget to Actual
- Governor's new budget plan will allocate more funding for some schools, our school being one

INFORMATION ITEM 5: ED Report – Debbie Eison

- 625 East Market Street, lease with purchase option
- TEAM Fireworks Booth
- Forming Board Committees: Executive Committee, Development Committee (Board Recruitment), Fiscal Committee
- CCSA Charter School Symposium in San Jose
- Professional Development Scheduled
- Kinder Camp Scheduled
- Character Counts Training in Saratoga – Principal and Student Services Coordinator

OPEN DISCUSSION BY BOARD MEMBERS:

- Board Member Lt. Tony Sajor of SPD recruitment promo
- Someone made a bid on the Hotel Terry located across the street from 600 East Main
- Cort purchased hotel next to TEAM parking at 615 East Main and will demolish

ITEMS FOR AGENDA OF August 26, 2013 BOARD MEETING:

- None

Motion to Adjourn was made by Tony Sajor and Seconded by Dillon Delvo. Meeting was adjourned at 7:10PM.

ACTION ITEM 1

Date: August 26, 2013
TO: TEI Board of Directors
FROM: Debra Eison, Executive Director

SUBJECT: TEI Board Application

IT IS RECOMMENDED:

That TEI School Board adopt an application form to capture information from potential Board candidates.

REASONS FOR RECOMMENDATION:

An application process will give the sitting TEI Board some background on the candidate. The application will pose questions that indicate the skills, knowledge and abilities candidates might contribute as Board members.

FISCAL IMPLICATIONS:

None

ACTION FOLLOWING APPROVAL OF THE MOTION:

New Board Members will receive a letter welcoming them to the Board. An orientation session will be scheduled. Members will receive a packet containing information regarding TEAM, charter school regulations and current year meeting documents.

MOTION APPROVED

MOTION DENIED

Yes _____ NO _____



TEAM Charter School

Build Community.

Board of Directors Candidate Application

Name, phone, email address of organizational representative:

Please return this application to the above address by (date): _____

Date _____

Name _____
First MI Last Familiar name

Residence

Address _____
Phone _____ E-mail _____

Employer

Name _____
Your title _____
Address _____
Phone _____ E-mail _____
Type of business or organization _____
Primary service(s) and area/population served _____

Preferred method of contact () Work () Residence

Please list boards and committees that you serve on, or have served on (business, civic, community, fraternal, political, professional, recreational, religious, social).

Organization	Role/Title	Dates of Service
_____	_____	_____
_____	_____	_____
_____	_____	_____

Education/Training/Certificates

Optional – Have you received any awards or honors that you'd like to mention?

How do you feel TEAM would benefit from your involvement on the Board?

Skills, experience and interests (Please circle all that apply)

Finance, accounting

Personnel, human resources

Administration, management

Nonprofit experience

Community service

Policy development

Program evaluation

Public relations, communications

Education, instruction

Special events

Grant writing

Fundraising

Outreach, advocacy

Other _____

Other _____

Other _____

Why are you interested in serving on this Board?

What skills, knowledge or abilities do you have that make you a valuable addition to the Board?

Do you foresee any conflict of interest by serving on this Board?

Have you been accused of or convicted of any crime that would preclude you from working with children?

Are you related to any person employed by TEAM Charter School?

Please tell us anything else you'd like to share.

Thank you very much for applying

ACTION ITEM 2

Date: August 26, 2013
TO: TEI Board of Directors
FROM: Debra Eison, Executive Director

SUBJECT: Approve ASES Budget 2013-14

IT IS RECOMMENDED:

That TEI School Board adopts a budget for the California Department of Education After School Education and Safety Program. This budget will ensure that at least 85% of the budget addresses the two elements of the grant: educational and literacy including tutoring or homework assistance in one or more of the following areas: language arts, mathematics, history and social science, computer training or science; and an educational enrichment element that may include fine arts, career technical education, recreation, physical fitness and prevention activities.

REASONS FOR RECOMMENDATION:

Pursuant to California Education Code Section 8482.3(c), each funded ASES program must complete and submit a budget meeting the criteria of the grant.

FISCAL IMPLICATIONS:

The grant funding requires a budget to be submitted. The budget will include the salaries for the ASES teachers and some supplies. All facility costs (rent, utilities, insurance, custodial) are considered in-kind.

ACTION TO BE COMPLETED AFTER APPROVAL:

The budget will be submitted to the San Joaquin County Office of Education

MOTION APPROVED

MOTION DENIED

Yes _____ NO _____

Date _____

Motioned by: _____ Seconded by: _____

ACTION ITEM 3

Date: August 26, 2013
TO: TEI Board of Directors
FROM: Debra Eison, Executive Director

SUBJECT: Transitional Kindergarten Standards

IT IS RECOMMENDED:

The TEI Board of Directors adopts Standards for Transitional Kindergarten.

REASONS FOR RECOMMENDATION:

California Department of Education does not have Standards in place for this grade. LEA’s are asked to utilize a modified Kindergarten curriculum utilizing the Preschool Learning Foundations and Kindergarten Common Core Standards as guideposts of an early learning standards continuum. The adoption of standards is viewed as best practices by LEA’s. Transitional Kindergarten, while funded like traditional Kindergarten, is one year of a two year program specifically for students born between September 1 and December 1. For the 2013-2014 school year, the Kindergarten admission date is) October 1. Best practices suggest that districts adopt standards based on the recommendations of CDE.

In order to claim apportionment for transitional kindergarten, districts must adopt and use a modified curriculum that is age and developmentally appropriate and based on the recommendations of CDE resulting from The Kindergarten Readiness Act of 2010.

FISCAL IMPLICATIONS:

In order to claim apportionment for transitional kindergarten, districts must adopt and use a modified curriculum that is age and developmentally appropriate.

ACTION TO BE TAKEN FOLLOWING APPROVAL

Implement a modified Transitional Kindergarten program that meets the adopted Transitional Kindergarten Standards based on California’s Preschool Learning Foundations, California Preschool Curriculum Frameworks, California Academic Content Standards, and the Common Core State Standards for English Language Art and Mathematics

MOTION APPROVED

MOTION DENIED

Yes _____ NO _____ ABSTENTIONS _____

Questions relating to Transitional Kindergarten

1. What is the Kindergarten Readiness Act of 2010?

Senate Bill (SB) 1381 (Chapter 705, Statutes of 2010) amended California Education Code (*EC*) (Section 46300, 48000, and 48010) to change the required birthday for admission to kindergarten and first grade and established a transitional kindergarten program beginning in the 2012–2013 school year.

2. What is the minimum age for admittance to kindergarten in California?

A child shall be admitted to a kindergarten maintained by the school district at the beginning of a school year, or at a later time in the same year if the child will have his or her fifth birthday on or before one of the following dates (*EC* 48000[a]):

- For the 2013-14 school year the date is October
- For the 2014-15 school year and each school year thereafter the date is September 1.

3. What is transitional kindergarten?

A transitional kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Pursuant to law, *EC* 48000[c], a child is eligible for transitional kindergarten if a child will have his or her fifth birthday between:

- For the 2013-14 school year October 2 and December 2 (*Inclusive*)
- For the 2014-15 school year and each school year thereafter September 2 and December 2. (*Inclusive*)

4. Will transitional kindergarten continue after 2014?

Yes.

5. Must children attend transitional kindergarten or kindergarten?

Since school is mandatory for six year old students, parents and guardians must enroll their children in school once they reach the age of six (*EC* Section 48200). Depending on a child's birthdate, it is a local decision (with parental input) whether the six year old student will be enrolled in kindergarten or first grade.

6. Is a district required to offer transitional kindergarten and kindergarten programs?

Each elementary or unified school district must offer transitional kindergarten and kindergarten classes for all children eligible to attend.

7. Can transitional kindergarten and kindergarten students be enrolled in the same classroom?

Although the intent of the law is to provide separate and unique experiences for transitional kindergarten and kindergarten students, districts have flexibility to determine how best to meet the curricular needs of each child.

8. Are transitional kindergarten students required to complete the entire two year program?

This is a local decision.

9. How many years can a district claim apportionment for transitional kindergarten and kindergarten?

Pursuant to law (*EC* 46300[g]), districts may claim apportionment for a child for not more than two years in kindergarten or two years in a combination of transitional kindergarten and kindergarten.

10. Can a district claim apportionment for transitional kindergarten if it does not use a modified curriculum that is age and developmentally appropriate?

In order to claim apportionment for transitional kindergarten, districts must use a modified curriculum that is age and developmentally appropriate. California law (*EC* 48000) defines transitional kindergarten as "the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate."

11. **How does transitional kindergarten affect basic aid districts?**
The laws apply equally to all districts, whether they receive State revenue limit funding or are basic aid.
12. **How many minutes does a transitional kindergarten program have to offer?**
The number of required instructional minutes for transitional kindergarten is 36,000 minutes per year. The minimum length of instructional time that must be offered to constitute a school day is 180 minutes. (*EC* sections 46117 and 46201)
13. **How long is the transitional kindergarten day?**
Pursuant to law (*EC* 48000), a transitional kindergarten shall not be construed as a new program or higher level of service. By statute, the maximum school day in kindergarten is four hours (*EC* 46110). An exception to this statute allows schools that have adopted an early primary program (extended-day kindergarten) to exceed four hours (*EC* 8973).
14. **Is there a Kindergarten Continuance Form to continue a child from transitional kindergarten into kindergarten?**
Children eligible to enroll in transitional kindergarten do not need a signed Kindergarten Continuance Form to continue in kindergarten.
15. **Are continuance forms necessary for those districts that choose to pilot early implementation of transitional kindergarten?**
Children who are age-eligible to attend kindergarten but enroll in transitional kindergarten will need a signed Kindergarten Continuance Form to continue in kindergarten for one additional year.
[Kindergarten Continuance Form \(English\)](#) (PDF)
[Available Translations of the Kindergarten Continuance Form](#)
16. **Are standards available for transitional kindergarten?**
Recommended standards at all grade levels are not mandatory but voluntary. Local Education Agencies will make the decision of what standards or learning foundations are to be part of the local course of study. For guidance in creating a transitional kindergarten course, local education agencies may look at [California's Preschool Learning Foundations](#), [California Preschool Curriculum Frameworks](#), [California Academic Content Standards](#), and the [Common Core State Standards for English Language Art and Mathematics](#).
17. **What is the curriculum for transitional kindergarten?**
California law (*EC* 48000) defines transitional kindergarten as "the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate." While no state curriculum is mandated, local education agencies must modify the local course of study in order to provide age and developmentally appropriate curriculum for transitional kindergarten.
18. **How will the needs of English learners be addressed in transitional kindergarten?**
Local educational agencies will provide a Home Language Survey to be completed by the parent or guardian which will aid the school in determining whether or not the student should be administered the California English Language Development Test (CELDT). Students who are English learners in a transitional kindergarten will have the same level of services as those in kindergarten.
19. **How will the needs of parents of English learners be addressed in transitional kindergarten?**
California law (*EC* 48985) requires that "all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and maybe responded to either in English or the primary language." This applies to parents of English learners in transitional kindergarten.
20. **What are the William's requirements for students in transitional kindergarten?**
While instructional materials must be provided to all pupils, the governing board of a school district determines standards-aligned instructional materials and how those materials are to be modified and age-appropriate for transitional kindergarten. *EC* 60119 states "'sufficient textbooks or instructional materials' means that each pupil, including English learners, has a standards-aligned textbook, instructional materials, or both, to use in class and to take home. This paragraph does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the district and has the ability to use and access them at home."

21. **Can students who are age eligible for kindergarten attend transitional kindergarten?**
Although this is a local decision, CDE recommends that districts establish criteria to determine selection requirements for kindergarten eligible children who enroll in transitional kindergarten. Children who are age-eligible to attend kindergarten, but choose to enroll in transitional kindergarten will need a signed Kindergarten Continuance Form verifying that the parent/guardian agrees to have his/her child continue in kindergarten for one additional year. A sample form, in English and other languages, is available.

[Kindergarten Continuance Form \(English\)](#) (PDF)
[Available Translations of the Kindergarten Continuance Form](#)

The Kindergarten Continuance Form is used by school districts to verify that parents agree to have their child continue in kindergarten for one additional year.

22. **What type of facility should be used for transitional kindergarten?**
Facility requirements will be the same as they presently are for kindergarten.
23. **Will transitional kindergarten enrollment generate eligibility under the State School Facility Program (changes in kindergarten enrollment have a dramatic impact on the five year enrollment projections for calculating new construction eligibility)?**
Eligibility for this program should remain unchanged because transitional kindergarten ADA would be included in the kindergarten ADA that is currently used to calculate eligibility.
24. **Will transitional kindergarten have the same statutory class size limits as regular kindergarten (33 maximum/31 average)? What about Class Size Reduction for transitional kindergarten?**
The same requirements that apply to kindergarten also apply to transitional kindergarten.
25. **What is the teacher-student ratio for transitional kindergarten?**
This is a local district decision and will most likely be impacted by budget and contract agreements.
26. **Does the transitional kindergarten teacher need a teaching credential?**
The teacher must be properly credentialed as is currently required of kindergarten teachers.
27. **Does the Kindergarten Readiness Act of 2010 provide funding for any other staffing?**
No, although other available funding may be used.
28. **Are districts required to report transitional kindergarten information via CALPADS?**
Districts are required to obtain statewide student identifiers (SSIDs) for all kindergarten students, including transitional kindergarten (TK) students. There is currently no separate TK category in CALPADS. Therefore, all kindergartners (KN) will be reported in CALPADS in the same KN category.
29. **Does the Kindergarten Readiness Act of 2010 provide funding for professional learning?**
No, although other available funding may be used.
30. **Can a transitional kindergarten teacher “loop” with his/her students to kindergarten?**
The decision to “loop” a teacher with their students from the transitional kindergarten to the kindergarten year would be a local decision.
31. **Can the same federal funds used to fund kindergarten be used to fund transitional kindergarten (for example Title 1, Title III, EIA, etc.)?**
Yes. The same funds and compliance requirements associated with the use of the funds apply.
32. **Are students in transitional kindergarten also subject to the kindergarten immunization requirements?**
Yes. They are required to have documentation of required immunizations or a valid exemption prior to admission to transitional kindergarten.
33. **Are students in transitional kindergarten required to meet kindergarten immunization requirements before the first year or second year of the program?**
They are required to have immunizations before admission to transitional kindergarten and will be required to provide proof of immunizations during kindergarten registration.

34. **How should a school report transitional kindergarten students for the kindergarten annual immunization assessment report?**

For each year, a student is attending transitional or traditional kindergarten, the school will report on his or her immunization status. On the reporting form, there will be no differentiation between transitional or traditional kindergarten students. Reporting opens in September 2012 at the California Department of Health, [Shots for School](#) page.

35. **Can children who turn five years old after December 2 start transitional kindergarten at the beginning of the school year?**

No. Pursuant to law, (EC 48000[c]), a child is eligible for transitional kindergarten if a child will have his or her fifth birthday between:

- For the 2013-14 school year October 2 and December 2
- For the 2014-15 school year and each school year thereafter September 2 and December 2.

The law also provides for local school districts to enroll children in TK or kindergarten on or after their fifth birthday, on a case by case basis:

EC 48000(b), "The governing board of a school district maintaining one or more kindergartens may, on a case-by-case basis, admit to a kindergarten a child having attained the age of five years at any time during the school year with the approval of the parent or guardian, subject to the following conditions:

(1) The governing board determines that the admittance is in the best interests of the child.

(2) The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance."

36. **Some schools are choosing to move the kindergarten admittance date back to September 1 for the 2013-14 school year, so that all children turning five between September 2 and December 2 would be automatically admitted into a transitional kindergarten program, as opposed to just children turning five between October 2 and December 2. Is this permissible?**

While a district may choose to accelerate implementation of the kindergarten admission phase-in dates by enrolling *all* children who will turn five between September 2 and December 2 in 2013-14 into a transitional kindergarten program, if a parent requests that his or her kindergarten-eligible child (a child who will turn five between September 1 and October 1 inclusive) be admitted to kindergarten instead of transitional kindergarten, the school district must honor that request.

On the other hand, if a child is kindergarten-eligible but the decision is made to place that child into transitional kindergarten, then the district must ensure that the Kindergarten Continuance Form is signed before the student can continue into kindergarten the following year.

37. **As of 2014-15, can a child who turns five between September 2 and December 2 be admitted to transitional kindergarten starting on the first day of school in August? If so, can we only claim ADA from the time the child turns five years old, or can we claim ADA in August as well?**

For purposes of the P-1 report, the TK ADA should be combined with the regular Kindergarten ADA on the Kindergarten line(s). The TK ADA should also be reported on Line C-3, for informational purposes, for school districts, and A-0 for charter schools. If the schools districts and charter schools are unable to properly report the data for C-3 or A-0 at P-1 they can report it properly at P-2.

ADA can be claimed for TK students from the first day of the school year as long as the TK students turn five by December 2. If a school district *chooses* to admit five year old TK students *after* December 2, then ADA will start for the "late start" students on the day of their admittance.

ACTION ITEM 4

Date: August 26, 2013
TO: TEI Board of Directors
FROM: Debra Eison, Executive Director

SUBJECT: Transitional Kindergarten or Kindergarten Admittance of Students
Who Turn 5 after the Admittance Date

IT IS RECOMMENDED:

The TEI Board of Directors adopts a policy for admitting students who turn 5 after the Kindergarten admittance date.

REASONS FOR RECOMMENDATION:

The law also provides for local school districts to enroll children in TK or kindergarten on or after their fifth birthday, on a case by case basis:

EC 48000(b), "The governing board of a school district maintaining one or more kindergartens may, on a case-by-case basis, admit to a kindergarten a child having attained the age of five years at any time during the school year with the approval of the parent or guardian, subject to the following conditions:

- (1) The governing board determines that the admittance is in the best interests of the child.
- (2) The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance."

SUGGESTED POLICY VERBIAGE:

Policy

A student may be enrolled in kindergarten at the discretion of the Superintendent or designee and with the consent of the parent/guardian.

Admission shall be subject to the following minimum criteria: EC 48000(b)

- 1. The student is at least five years of age.**
- 2. The student has been assessed by school personnel in order to evaluate his/her academic knowledge and ability, and agree with the placement.**
- 3. The physical development and social maturity of the student are consistent with his/her advanced mental ability.**
- 4. The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.**

FISCAL IMPLICATIONS:

Additional ADA could be generated by filling any open classrooms.

ACTION TO BE TAKEN FOLLOWING APPROVAL

Students may be accepted into Kindergarten or Transitional Kindergarten based on the Policy adopted by TEI Board.

MOTION APPROVED

MOTION DENIED

Yes_____ NO_____ ABSTENTIONS _____

ACTION ITEM 5

Date: August 26, 2013
TO: TEI Board of Directors
FROM: Debra Eison, Executive Director

SUBJECT: Approve Title 1 Parent Involvement Policy 13'-14'

IT IS RECOMMENDED:

That TEAM School Board approves the Title 1 Parent Involvement Policy

REASONS FOR RECOMMENDATION:

In order to improve the academic achievement of students from economically disadvantaged families the district shall use federal Title I funds to provide eligible students with supplementary services to reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments. The district and each school receiving Title I funds shall develop a written parent involvement policy in accordance with 20 USC 6318.

FISCAL IMPLICATIONS:

TEAM expects to receive approximately \$150,000 in Title 1 dollars for the current school year.

ACTION TO BE TAKEN FOLLOWING APPROVAL:

Parent Involvement Plan will be shared with the School Site Council, consisting of Parents, Teachers and Administration. A Parent Involvement Plan will be implemented for the 2013-2014 school year.

MOTION APPROVED

MOTION DENIED

YES _____

NO _____

ABSTENTIONS _____

TEAM Charter School PARENT INVOLVEMENT POLICY

TEAM Charter School will implement required school parental involvement policy components as follows:

1. TEAM Charter School will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

Gather and disseminate to parents for review the following materials: Parental Involvement Policy, the school-parent compact, and Parent Notices from the Table on page 45 of the Title I, Part A Non-Regulatory Guidance. These materials will be disseminated to parents at regular Title I parent meetings, School Site Council meetings, and parent/teacher conferences. Written and oral input from parents will be solicited through Title I parent meetings, School Site Council meetings, parent/teacher conferences, school newsletters, school web site, and other regular written communications with parents.

2. TEAM Charter School will take the following actions to distribute to parents of participating children and the local community the Parental Involvement Policy:

- *The School Parental Involvement Policy will be distributed to parents at Title I parent meetings.*
- *The policy will be posted on the school web site.*
- *Parents of new participating students will receive the policy upon registration.*

3. TEAM Charter School will periodically update its Parental Involvement Policy to meet the changing needs of parents and the school through:

- *Regular School Site Council meetings*
- *regular Title I meetings*
- *PTO meetings*
- *General School meetings*

4. TEAM Charter School will convene an annual meeting to inform parents of the following:

- *That TEAM Charter School participates in Title I,*
- *The requirements of Title I*

Of their rights to be involved as outlined in Table B of Title I, Part A Parental Involvement Non-Regulatory Guidance (page 45), Section 1118; the school-parent compact, Appendix C, page 51 of the Title I, Part A Parental Involvement Non-Regulatory Guidance, the school's parental involvement policy and

Meetings will be held at various and convenient times to encourage parents to attend. Parents will be notified about meetings through school memos, newsletters, the web page, and the automated phone system.

5. TEAM Charter School will hold a flexible number of meetings at varying times, and may provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

To encourage parents to attend these meetings, the school will offer training to parents to improve student success and achievement. In situations that prevent parents from coming to the school for meetings, school personnel may make home visits or arrange to meet the parents at a mutually convenient time off campus.

TEAM Charter School will provide information about Title I programs to parents of participating children in a timely manner through the automated phone system, memos, newsletters, and the web page.

TEAM Charter School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through:

- *the annual Title I parent meeting*
- *regular parent/teacher conferences*
- *Title I meetings and Family Nights throughout the year*

- (a) If requested by parents, TEAM Charter School will provide parents of participating children opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- *through prearranged meetings with the Principal*
- *through meetings with the student's teacher which may include the principal, and other staff as appropriate*

- (b) TEAM Charter School will submit to the Board any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

Parents may submit comments in writing regarding the school wide plan to their child's teacher, the Title I Coordinator, the principal, or the appropriate Executive Director..

RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. TEAM Charter School will build the schools' and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following activities described below:
 - *parent training*
 - *Family Nights*
 - *Parental access to the Teacher/Parent Resource library and other resources such as web sites, parent organizations, etc.*
 - *Parent Partnership*
2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
 - *The school-parent compact will be a part of the School Parental Involvement Policy on the school's web page.*
 - *During regular parent/teacher/student conferences, the school-parent compact will be completed and signed by the teacher, the parent(s), and the student.*
 - *As needed, the school-parent compact will be included in school newsletters along with the School Parental Involvement Policy.*
3. The school will provide assistance to parents of children served by the school in understanding topics such as the following:
 - *the State's academic content standards,*
 - *the State's student academic achievement standards,*
 - *the State and local academic assessments including alternate assessments,*
 - *the requirements of Title I,*
 - *how to monitor their child's progress, and*
 - *how to work with educators:*

Parents will receive training and necessary information on the topics above through:

PTO workshops, Kid Friendly Standards, School-Parent Intervention Compact, highlights of the standards, list of web sites, school sponsored trainings and workshops.

4. As appropriate, the school will provide materials and training such as literacy training and using technology to help parents work with their children to improve their children's academic achievement and to foster parental involvement, by:

Holding regular Title I meetings, Family Nights, and encouraging parental participation.

5. The school will, with the assistance of the parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utilization of contributions by parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Encouraging staff to attend parental involvement workshops and conferences, web-based learning, and site staff development.

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.

Definition of ESEA:

The **Elementary and Secondary Education Act (ESEA)** was passed as a part of President [Lyndon B. Johnson](#)'s "[War on Poverty](#)" and has been the most far-reaching federal legislation affecting education ever passed by Congress. The act is an extensive statute that funds primary and secondary education, while explicitly forbidding the establishment of a national [curriculum](#).^[1] It also emphasizes equal access to education and establishes high standards and accountability.^[2] In addition, the bill aims to shorten the achievement gaps between students by providing each child with fair and equal opportunities to achieve an exceptional education. As mandated in the act, the funds are authorized for professional development, instructional materials, for resources to support educational programs, and for parental involvement promotion. The act was originally authorized through 1970; however, the government has reauthorized the act every five years since its enactment. The current reauthorization of ESEA is the [No Child Left Behind Act](#) of 2001, named and proposed by President [George W. Bush](#). The ESEA also allows military recruiters access to 11th and 12th grade students' names, addresses, and telephone listings when requested.

ACTION ITEM 6

Date: August 26, 2013
TO: TEI Board of Directors
FROM: Debra Eison, Executive Director

SUBJECT: Elections

IT IS RECOMMENDED:

That TEI hold elections to fill positions for the 13-14 School Year.

REASONS FOR RECOMMENDATION:

The candidates applying for the TEI Board position are:

Candy Vargas and Tod Hill.

Both candidates attended the TEI meeting in May/June, 2013. Each candidate spoke to their qualifications for the position, as well as their interest in the position.

Below is information provided by the candidates:

Tod Hill:

- Born in Oakland, CA. Moved to Minnesota and eventually Modesto, CA. Resident of Stockton, CA since 1995.
- Spent summers working for Massachusetts Audubon Society and school breaks working for World of Wheels (bike shop).
- Graduated UOP 1994.
- Worked as an auditor for Grant Thornton (now Moss Adams) for 3 years.
- Subsequently worked for a private tax practice, controller of Duraflame, Inc. and controller of Sunnyvalley Smoked Meats, Inc.
- Currently work for San Joaquin County as a Deputy Auditor-Controller III for the Auditor-Controller's office.
- My employment with the County has included serving not only the Auditor-Controller's office but also First 5 San Joaquin and San Joaquin General Hospital.
- I believe that I will be a Stockton resident for the rest of my life and it is time to contribute back to the community of not only Stockton, but San Joaquin County.

Candy Vargas:

Candelaria Vargas moved to Stockton after being accepted to the University of the Pacific and where she studied Spanish and International Relations. After completing her bachelor's she decided to stay in Stockton and contribute her talents to the non-

profit field. She currently works for El Concilio- Council for the Spanish Speaking as the Marketing and Fund Developer, is in her final year in the Master's in Public Administration Program at CSU Stanislaus and is involved in many community actions. Candelaria is dedicated to the well being of her community and it's residents and looks forward the its bright future.

FISCAL IMPACT:

none

ACTION TO BE TAKEN AFTER APPROVAL:

The new members will be invited to an orientation and tour of TEAM Charter School. They will be provided an orientation binder and schedule of the annual meetings.

MOTION APPROVED

MOTION DENIED

YES _____

No _____

ABSTENTIONS _____

ACTION ITEM 7

Date: August 26, 2013
TO: TEI Board of Directors
FROM: Debra Eison, Executive Director

SUBJECT: Approve SB 740 Application School Year 13'-14'

IT IS RECOMMENDED:

That TEAM School Board approves the School Year 13'-14' SB 740 Application.

REASONS FOR RECOMMENDATION:

The Charter School Facility Grant Program was enacted by Senate Bill (SB) 740 (Chapter 892, Statutes of 2001, Education Code Section 47614.5) in 2001, and provides funding assistance to charter schools for rent and lease expenditures that meet specific eligibility criteria. To be eligible charter schools must serve a student population with at least 70 percent of their pupils eligible for free or reduced price meals (FRL), or they must be physically located in the attendance area of a public elementary school with 70 percent or more FRL qualified students. Charter schools may be reimbursed \$750 per ADA or up to 75 percent of their total lease or rental costs, whichever amount is lower. Funds may not be used to purchase facilities or for lease/purchase agreements.

FISCAL IMPLICATIONS:

For school year 13'-14', assuming that TEAM enrolls 380 students, SB740 would potentially reimburse 75% of \$380,000, or \$285,000, of facility related expenses.

ACTION TO BE TAKEN FOLLOWING APPROVAL:

Application will be submitted to CDE for approval.

MOTION APPROVED

MOTION DENIED

YES_____

NO_____

ABSTENTIONS_____

ACTION ITEM 8

Date: August 26, 2013
TO: TEI Board of Directors
FROM: Debra Eison, Executive Director

SUBJECT: Staff Student Interaction Policy

IT IS RECOMMENDED:

That TEAM Board adopt a Staff/Student Interaction Policy

REASONS FOR RECOMMENDATION:

While reported incidences of sexual misconduct committed by teachers and school staff are low throughout the country, every incident results in consequences that must be immediately addressed by the particular school community. Accordingly, it is the purpose of this policy to provide additional clarifications so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct. For purposes of this policy, staff includes all school employees- certified or classified; coaches or advisors; full or part-time- as well as volunteers.

The policy components will serve to 1) alert staff about some of the more sensitive and often problematic matters involved in faculty/student relationships, 2) provide behavior guidance 3) to clarify that potential improper action may have significant consequences, 4) and to provide a process that will be used for addressing potential improper conduct.

FISCAL IMPLICATIONS:

Failure to adopt policies clearly identifying inappropriate staff/student interactions may leave the school vulnerable to legal action. Failure to have protocols in place in the event of an incident may result in inappropriate handling of the situation, leaving TEI vulnerable to legal fallout.

ACTION TO BE TAKEN AFTER APPROVAL:

The policy will be inserted as an addendum into the personnel policies. All staff will be introduced to the policy and sign a receipt showing that they read and understand the content.

MOTION APPROVED

MOTION DENIED

Yes_____ NO_____ ABSTENTIONS_____

TEAM Charter School, A California Charter School STAFF/STUDENT INTERACTION POLICY

PURPOSE AND SCOPE

While reported incidences of sexual misconduct committed by teachers and school staff are low throughout the country, every incident results in consequences that must be immediately addressed by the particular school community. Accordingly, it is the purpose of this policy to provide additional clarification to the Standards of Conduct expected in current TEAM Charter School ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries, which must govern their conduct. (For purposes of this policy, staff includes all school employees-certificated or classified; coaches or advisors; full-time or part-time- as well as volunteers). The rules of conduct set forth in this policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this policy serve:

1. To alert about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.
2. To specify boundaries related to potentially sexual situations and conduct-the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.
3. To provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. It is important for TEAM Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them, if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct).
4. To clarify that potential improper action may have significant consequences.
5. To provide an environment that empowers staff and students to identify actions that appear to have crossed boundaries.
6. To define the process that TEAM Charter School will use for addressing potential improper conduct.
7. To preserve student and staff rights during any pending investigation as much as possible.

BACKGROUND AND GENERAL POLICY REVISIONS

Actions by staff members that are inconsistent or in conflict with the values established by TEAM Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all employees conduct themselves at all times in a manner that reflects the ethical standards consistent with the rules contained in this policy and otherwise proclaimed by this school. The provisions set forth herein are intended to guide all TEAM Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school employees while defining interaction boundaries between students and staff members.

An educator accused of sexual misconduct, whether or not the accusation is true, becomes at risk for loss of job as well as for criminal and/or civil legal actions. Occurrences of sexual misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community.

It is vital that school administrators equip staff with a policy that clarifies acceptable and unacceptable behavior with students. It is also critical that staff members study this policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While not all boundaries and/or situation can be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

BOUNDARIES

Boundaries Defined

For the purposes of this policy, the term "boundaries" are defined as acceptable professional behaviors by staff members while interacting with a student. Trespassing beyond the boundaries of a student/teacher relationship is deemed an abuse of power and betrayal of public trust.

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student's or parental point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of "Academic Excellence," student/staff interaction has boundaries regarding the activities, locations and intentions.

Unacceptable Behaviors

(This list, and any subsequent lists, is not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.)

- Giving gifts to an individual student that are of a personal and intimate nature.

- Kissing of ANY kind.
- Any type of unnecessary physical contact with a student in a private situation.
- Intentionally being alone with a student away from the school.
- Making, or participating in, sexually inappropriate comments.
- Sexual jokes, or jokes/comments with sexual double-entendre.
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Acceptable with Caution

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of each circumstance and occurrence.)

- Giving students a ride to/from school or school activities without parent permission (only in “emergency” situations).
- Being alone in a room with a student at school and with the door closed.
- Allowing students in your home with signed parent permission for a pre-planned and pre-communicated educational activity, which must include another educator, parent, or other responsible adult).
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student.
- Sending e-mails, text messages, MySpace responses, or letters to students if the content is not about school activities.

Acceptable and Recommended Behaviors

- Obtaining parents’ written consent for any after-school activity on or off campus (exclusive of tutorials).
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
- E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
- Keeping the door open when alone with a student.
- Keeping reasonable space between you and your students.
- Stopping and correcting students if they cross your personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
- Involving your supervisor if conflict arises with a student.

- Informing your Principal about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
- Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
- Keeping your professional conduct a high priority during all moments of student contact.
- Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

REPORTING

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this policy, he or she must report the suspicion to a Principal promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

INVESTIGATING

The Principal, or designated representative, will promptly investigate and document the investigation of any allegation of sexual misconduct, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, as much as possible. The investigating Principal, or designated representative shall promptly notify the California Charter Schools Association Joint Powers Authority that an investigation is in progress; the Principal, in turn, shall notify the Governing Board in closed session of the existence and stats of any investigations. Upon completion of any such investigation, the Principal shall report to the Governing Board any conclusions reached. The Principal, or designated representative shall consult with TEAM Charter School's legal counsel, prior to, during, and after conducting any investigation.

CONSEQUENCES

Staff members who have violated this policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to authorities for potential legal action. In such

instances, Team Charter School will collaborate with Human Resources, as well as with the California Charter Schools Association.

TRAINING

This document shall be discussed and acknowledged by all TEAM Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all TEAM Charter School employees. A copy of this acknowledgement will be placed into each TEAM Charter School employee's personnel folder. In addition, appropriate portions of this policy and related information will be incorporated into on-going TEAM Charter School communications activities (e.g., a school bulletin, website, parent newsletter, etc.), to underscore the continuing importance that TEAM Charter School places on student/staff interaction.

Information Items will be available at the meeting.

However, this information is included as background for the discussion regarding the Williams Uniform Complaint Form.

Information Item 2:

OPPORTUNITY TO PARTICIPATE IN THE WILLIAMS SETTLEMENT CAREFUL CONSIDERATION RECOMMENDED

In August 2004, legislation was enacted to implement a settlement agreement in the case of *Eliezer Williams, et al. v. State of California, et al. (Williams)*, a class action suit pertaining to instructional materials, safe and decent school facilities, and qualified teachers. As a key part of the *Williams* settlement, some specific funding was appropriated to help many of the affected public schools address their deficiencies, as well as to conduct monitoring activities. All non-charter schools in deciles 1 through 3 on the 2003 base API were automatically subject to the *Williams* settlement provisions, including increased monitoring. Importantly, however, charter schools were given the option of participating. Only a very few charter schools volunteered to participate in the *Williams* settlement.

Pursuant to California *Education Code (EC)* Section 1240(c)(2)(F), commencing with the 2010–11 fiscal year and every third year thereafter, the Superintendent shall create a list of schools in deciles 1 through 3. The new list of schools has been generated using the 2012 base API and appears on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/eo/ce/wc/wmsschools.asp>.

As was the case in 2010, charter schools again have the ability to “opt in” to participation in the *Williams* settlement. However, we strongly recommend careful consideration before deciding to opt in. If a charter school opts in, the school becomes bound by all the *Education Code* requirements that are the foundation of the *Williams* settlement for a three-year period. The *Williams* settlement requirements include:

Purchase and make available for every student instructional materials in the core subject areas of English-language arts, mathematics, history-social science, and science.

Undertake and report on a thorough facilities review.

Annually produce a School Accountability Report Card (SARC) that specifically addresses the students’ access to state-adopted instructional materials and the condition of the school’s facilities.

Allow the county superintendent of schools to audit within specified timeframes the adequacy and sufficiency of instructional materials, the certification and assignment of teachers, teacher vacancies, and the maintenance of facilities.

In the event that your charter school wishes to participate in the *Williams* settlement, an “Opt in” Form is attached. Only by returning the form will your school participate. **By taking no action, your school will not participate in the *Williams* settlement.** Because of the three-year cycle concept incorporated in *EC* Section 1240(c)(2)(F), a charter school that “opted in” to the *Williams* settlement in 2010 is no longer considered to be subject to *Williams* requirements (beginning in 2013–14), unless the school is still in deciles 1 through 3 and executes a new “Opt in” Form.

If your charter school is considering participation in the *Williams* settlement, the CDE strongly encourages you to review the following to gain a complete understanding of the requirements of participation.

1. **Is a charter public school required to participate in the *Williams* settlement?** No, charter schools that are listed on the Web site as being ranked in deciles 1 through 3 on the 2012 base API may opt in if they do so by **Friday, August 2, 2013**. However, as noted above, participation is an “all or nothing” proposition for a three-year period, and the CDE recommends careful consideration before deciding to opt in.
2. **How do we know if a charter school is eligible to participate?** Eligible charter schools on the list, ranked in deciles 1 through 3, can be found on the CDE *Williams* settlement Web site at <http://www.cde.ca.gov/eo/ce/wc/index.asp>.
3. **Do we receive additional funding if we “opt in”?** At this time, there are no funds available to schools in deciles 1 through 3.
4. **Is there a difference between direct funded and locally funded charter schools in deciding whether to participate?** No, it is the decision of the charter school to participate, regardless of whether the school is direct funded or locally funded.
5. **How does a charter school opt in?** Charter schools choosing to participate must complete and submit Attachment 1 to the CDE by Friday, August 2, 2013.
6. **Does a charter school have to submit anything to opt "out"?** No, only to opt "in". If a charter school (even a charter school that “opted in” in 2010) does nothing, it will not be included in the *Williams* settlement for this three-year cycle.

If you have general *Williams*-related questions regarding charter schools, please contact Sandi Ridge, Education Programs Consultant, Charter Schools Division, by phone at 916-322-1646 or by e-mail at sridge@cde.ca.gov. If you have *Williams*-related questions regarding school facilities, please contact Lisa Constancio, School Facilities Planning Division, by phone at 916-445-4889 or by e-mail at LConstancio@cde.ca.gov. If you have *Williams*-related questions regarding School Accountability Report Cards, please contact Stephanie Woo, Analysis, Measurement & Accountability Reporting Division, by phone at 916-323-3071 or by e-mail at SWoo@cde.ca.gov. If you have *Williams*-related questions regarding instructional materials, please contact David Almquist, Standards, Curriculum Frameworks and Instructional Resources Division, by phone at 916-319-0444 or by e-mail at DAlmquis@cde.ca.gov.

Sincerely,

Julie Russell, Director
Charter Schools Division

JR:sr

Attachment

**2013 Williams Settlement
Charter School "Opt In" Form**

Charter School Name _____

CDS Code _____

Contact Person _____

Contact Information _____
Phone Number E-mail address

School Address _____

School's 2009 Base API (Please Circle) 1 2 3

_____ Our charter school is choosing to participate in the *Williams* settlement and to be bound to the related requirements of statute.

I understand and agree that by choosing to participate in the Williams settlement, the charter school is bound by all related requirements of statute. I have read and understand the requirements of the legislation implementing the Williams Settlement Agreement.

Signature of Charter School Administrator

Date

If your school chooses to participate in the Williams settlement, please return this form by **Friday, August 30, 2013**, to:

Sandi Ridge, Education Programs Consultant
Charter Schools Division
California Department of Education

**INFORMATION ITEM HANDOUTS WILL
BE AVAILABLE AT THE MEETING**