



REGULAR MEETING
April 10, 2019
9:00 a.m.
Board Room
200 Kalmus Drive, Costa Mesa, CA

ORANGE COUNTY BOARD OF EDUCATION
AGENDA

WELCOME

CALL TO ORDER

STATEMENT OF PRESIDING OFFICER: For the benefit of the record, this Regular Meeting of the Orange County Board of Education is called to order.

INVOCATION

Ahmed Soboh, DDS
Islamic Institute of Orange County

PLEDGE OF ALLEGIANCE

ROLL CALL

INTRODUCTIONS

(*)AGENDA Regular Meeting of April 10, 2019 - adoption

(*)MINUTES Regular Meeting of March 6, 2019 – approval

BOARD RECOMMENDATIONS

- (*) 1. Adopt resolution #09-19: Resolution to Pay Special OCBE Legal Counsel (Williams)
- (*) 2. Adopt resolution #08-19: In Opposition to Assembly Bill 1505 – Charter Schools (Williams/ Barke)

PRESENTATIONS

- 3. Outsourcing Charter School Reviews by School Works (Williams)
- 4. National Board Certified Teachers – Christine Olmstead, Associate Superintendent, Educational Services Division, will facilitate presentations to the following:

Bernard Jain
Back Bay High School, Newport-Mesa Unified School District

Cristina Brown
Gordon H. Beatty Elementary School, Buena Park School District

Timothy McFadden
Tewinkle Middle School, Newport-Mesa Unified School District

5. 2019 Orange County Classified School Employees of the Year - Nicole Savio Newfield, Administrator, Educational Services Division, will facilitate presentations to the following:

Para-Educator and Instructional Assistance
Maria Mejia
Wakeham Elementary School
Garden Grove Unified School District

Maintenance, Operations, and Facilities
Noah Valadez
District Office
Ocean View School District

Child Nutrition
Deborah Watkins
District Office
Westminster School District

Office and Technical
Kelly Prouty
Edison High School
Huntington Beach Union High School District

Transportation
Gabriel Ramirez
Transportation Department
Los Alamitos Unified School District

Support Services and Security
Anna López
District Office
Fullerton Joint Union High School District

Reception

Reception recognizing National Board Certified Teachers and Classified School Employees of the Year

CLOSED SESSION 1

CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
Orange County Board of Education v. Orange County Superintendent of Schools, Case No. 30-2018-01023385-CU-MC-CJC
Government Code Section 54956.9(a) and (d)(1)

CLOSED SESSION 2

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION
Anaheim Union High School District and Anaheim Elementary School
District v. Orange County Board of Education and Orange County
Department of Education, Case No. 30-2016-00891539-CU-PT-CJC
Government Code section 54956.9(a)

CLOSED SESSION 3

CONFERENCE WITH LEGAL COUNSEL- EXISTING LITIGATION:
Freedom From Religion Foundation, Inc. v. Chino Valley Unified School
District Board of Education (Ninth Circuit Appeals No. 16-55425) with
regard to Orange County Board of Education's Motion to Intervene as
Defendant-Appellant

CLOSED SESSION 4

CONFERENCE WITH LEGAL COUNSEL- Matter of anticipated
litigation pursuant to government code 54965.9

PUBLIC COMMENTS

12:00 p.m.

(30 minutes)

CONSENT CALENDAR

(*)

6. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.

STAFF RECOMMENDATIONS

(*)

7. Approve the material revisions to Vista Condor Global Academy's charter concerning admissions preferences.

CHARTER SCHOOLS

8. Charter Submissions

(*)

9. Public Hearing/Charter School Material Revision- Samueli Academy – Aracely Chastain, Coordinator, Charter Schools will facilitate the public hearing.

Discussion Format:

Samueli Academy

District

Public Comments – Samueli Academy Only (30 minutes)

Board Questions

TIME CERTAIN

10. Public Hearing – Renee Hendrick, Associate Superintendent, Division of Administrative Services, will conduct a public hearing on CSEA’s Initial Proposal to Superintendent
11. Public Hearing – Renee Hendrick, Associate Superintendent, Division of Administrative Services, will conduct a public hearing on Superintendent’s Initial Proposal to CSEA
12. Inter-district Appeal Hearing (closed) – 04102019001I - Savanna School District to ABC Unified School District
13. Inter-district Appeal Hearing (closed) – 04102019003I – Orange Unified School District to Placentia-Yorba Linda Unified School District
14. Inter-district Appeal Hearing (closed) – 04102019004I – Orange Unified School District to Tustin Unified School District

INFORMATION ITEMS

BOARD DISCUSSION

- Charter School Policy Update (Board Policy 400-12)
- Charter School Ad Hoc Committee
- Draft Notice of Violation
- Charter Schools Status Update

ANNOUNCEMENTS

- Superintendent
- Associate Superintendent

Legislative Updates

- CSBA Update
- CCBE Update
- NSBA Update
- Capitol News Update
- School Services Update

BOARD MEMBER COMMENTS

EXECUTIVE COMMITTEE REPORT

PUBLIC COMMENTS

(15 minutes)

ADJOURNMENT



Nina Boyd
Assistant Secretary, Board of Education

Next Special Board Meeting: Wednesday, May 8, 2019 at 10:00 a.m. The meeting will be in the Board Room at 200 Kalmus Drive, Costa Mesa, CA.

Individuals with disabilities in need of copies of the agenda and/or the agenda packet or in need of auxiliary aides and services may request assistance by contacting Darou Sisavath, Board Clerk at (714) 966.4012.

(*) Printed items included in materials mailed to Board Members



MINUTES
Regular Meeting
March 6, 2019

ORANGE COUNTY BOARD OF EDUCATION
MINUTES

CALL TO ORDER

The Regular Meeting of the Orange County Board of Education was called to order by Board President Williams at 10:02 a.m., March 6, 2019 in the Board Room, 200 Kalmus Drive, Costa Mesa, California.

ROLL CALL

Present:
Lisa Sparks, Ph.D.
Mari Barke
Ken L. Williams, D.O.
Rebecca "Beckie" Gomez
John W. Bedell, Ph.D.

INVOCATION

Pastor Lebsack

PLEDGE OF ALLEGIANCE

Mari Barke, Board Member

INTRODUCTION

None

AGENDA

Motion by Barke, seconded by Sparks, to approve the agenda of the March 6, 2019 Board meeting.

Subsidiary motion by Bedell, seconded by Gomez, and carried by a vote of 5-0, to approve the March 6, 2019 agenda with an amendment to the time allotted for Public Comments to read 60 minutes.

MINUTES

Motion by Barke, seconded by Sparks, and carried by a vote of 4-0-1 (Bedell abstained) to approve the minutes of the February 13, 2019 Board meeting.

1. Special Presentation – Recognition of Pacific Coast High School students' participation in a Mock Trial – Laura Strachan, Assistant Superintendent, ACCESS facilitated the presentation.

PUBLIC COMMENTS

- Ruth Kobayashi – Oppose ISSAC
- Suzanne Gauntlett - Oppose ISSAC
- Bill Habermehl - Oppose ISSAC

- Kate Malouf - Oppose ISSAC
- Britt Dowdy - Oppose ISSAC
- Kathy Carrick – Support Sycamore Creek
- Russell Lee-Sung - Oppose ISSAC
- John Briscoe – Oppose Sycamore Creek
- Carol Hansen – Oppose Sycamore Creek
- Miriam Munoz - Oppose ISSAC
- Juana Trejo - Oppose ISSAC
- Maria Elena Martinez - Oppose ISSAC
- Julie Lenk - Oppose ISSAC
- Carmen Ramirez - Oppose ISSAC
- Claudia Martinez - Oppose ISSAC
- Laurie Smith - Oppose ISSAC
- Lisa Boler - Oppose ISSAC
- Emily Anderson – Oppose Sycamore Creek
- Carol Crane - Oppose ISSAC
- Jason Bozarth – Oppose Sycamore Creek
- Wendy Brooks Leece - Oppose ISSAC
- Dena Baron - Oppose ISSAC
- Gina Clayton-Tarvin – Oppose Sycamore Creek
- Michelle Anderson – Charter Schools
- Craig Durfey – General
- Lynne Riddle – General
- Linda Cone – Social Emotional Learning
- Susan Meyer - Oppose ISSAC
- Eva Weicz – Sex Education
- Bertha Rodriguez - Oppose ISSAC

STAFF RECOMMENDATIONS

2. Motion by Sparks, seconded by Barke, and carried by a vote of 3-2 (Williams, Barke, and Sparks voted Yes; Gomez and Bedell voted No) to approve Sycamore Creek Charter School with
 OPTION ONE: Approve the charter petition with conditions and adopt the attached Agreement with the following amendments:
 -Authorize a 5-year term
 -Admission preference to include founding families
- The Board took a recess from 12:37 p.m. to 12:52 p.m.

CONSENT CALENDAR

- Motion by Bedell, seconded by Barke, and carried by a vote of 4-0 (Gomez absent) to approve Consent Items #5, #6, #7, #8, #9, #10, and #11.
5. Approve the granting of diplomas to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.

6. Accept donation of \$50,000 from SchoolsFirst Federal Credit Union, on behalf of the Orange County Teachers of the Year program and send a letter of appreciation to donor.
7. Accept the \$25,000 donation from SchoolsFirst Federal Credit Union in support of the 2018 Academic Pentathlon program and send a letter of appreciation to donor.
8. Adopt Resolution #04-19 to recognize April 8-12, 2019 as Week of the Young Child.
9. Adopt Resolution #05-19 to recognize April 2019 as Public Schools Month.
10. Adopt Resolution #06-19 to recognize May 8, 2019 as California Day of the Teacher.
11. Adopt Resolution #07-19 to recognize May 19-25, 2019 as Classified School Employees Week.

Trustee Gomez returned to the board meeting at 12:54 p.m.

INFORMATION ITEMS

ANNOUNCEMENTS

Superintendent

- 10th Creative Edge lecture with Vijay Gupta- March 5th at Barclay Irvine
- Human Trafficking Conference

STAFF RECOMMENDATIONS

3. Motion by Barke, seconded by Williams, and carried by a vote of 3-2 (Williams, Barke, and Sparks voted Yes; Gomez and Bedell voted No) to approve ISSAC Charter school with OPTION ONE: Approve the charter petition with conditions and adopt the attached Agreement with the following amendments:
 - Authorize a 5-year term
 - Admission preference to include founding families

Trustee Gomez departed the board meeting at 2:08 p.m.

Trustees Williams, Barke, Sparks, and Bedell went into closed session from 2:09 p.m. to 3:15 p.m.

4. Motion by Bedell, seconded by Barke, and carried by a vote of 4-0 (Gomez absent), to approve the 2018-2019 Second Interim

Report, which has been certified as positive by the County Superintendent of Schools.

CLOSED SESSION 1

CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION

Potential Initiation of litigation pursuant to (d) (4) of Government Code Section 54956.9 (One case)

Mr. Brenner reported an update was provided, no resolutions made. Invoices were reviewed for payment and approved, 4-0. Trustee Gomez was not present.

CLOSED SESSION 2

CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION

Anaheim Union High School District and Anaheim Elementary School District v. Orange County Board of Education and Orange County Department of Education, Case No. 30-2016-00891539-CU-PT-CJC
Government Code section 54956.9(a)

Mr. Rolen reported no action taken.

CLOSED SESSION 3

CONFERENCE WITH LEGAL COUNSEL- ANTICIPATED LITIGATION

Potential initiation of litigation pursuant to (d) (4) of Government Code Section 54956.9 (1 case) (Williams)

Mr. Rolen reported the Board received information from board counsel, no resolutions made.

CLOSED SESSION 4

CONFERENCE WITH LEGAL COUNSEL- Matter of anticipated litigation pursuant to government code 54965.9

Mr. Rolen reported the Board received advice from counsel, no resolutions made.

CHARTER SCHOOLS

12. Charter School Submissions – Kelly Gaughran, Director, Charter Schools Unit facilitated the submission.
 - Material Revisions submitted by Samueli Academy – Richard Handsberg
13. Public Hearing/Charter School Material Revision- Vista Condor Global Academy – Aracely Chastain, Coordinator, Charter Schools facilitated the public hearing.
 - Vista Condor Global Academy

The board took a recess from 3:20 p.m. to 3:24 p.m. to clear the room for a closed hearing.

TIME CERTAIN

14. Expulsion Appeal Hearing (closed session) – Student #03062019001E, Anaheim Union High School District

The Board went into closed session from 3:32 p.m. to 3:36 p.m.

In closed session, the Board voted 4-0 (Gomez absent) to approve the appeal and reverse the decision of the Anaheim Union High School District.

Mayi Iwatani, Coordinator, Educational Services facilitated the hearing.

INFORMATION ITEMS

ANNOUNCEMENTS

Associate Superintendent

- CCSA in Sacramento, March 11-14

- NSBA Annual Conference, March 30-April 1

- Next board meeting- April 10, 2019

Motion by Bedell, seconded by Barke, and carried by a vote of 4-0 (Gomez absent), to approve moving the April 10th meeting start time from 10:00 a.m. to 9:00 a.m.

- Renee Hendrick, Associate Superintendent of Administrative Services provided an update on Community School #9 construction.

- Notice of Violation - carryover

ADJOURNMENT

On a motion duly made, and seconded, the Board meeting of March 6, 2019, adjourned at 3:49 p.m.



Nina Boyd
Assistant Secretary, Board of Education

Ken L. Williams, D.O.
President, Board of Education

Next Special Board Meeting, Wednesday, April 10, 2019 at 9:00 a.m. - The meeting will be held in the Board Room at 200 Kalmus Drive, Costa Mesa, CA.

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ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: April 10, 2019

TO: Nina Boyd, Associate Superintendent

FROM: Ken Williams, D.O., Board President

SUBJECT: Resolution #09-19 to Pay Special OCBF Legal Counsel

RECOMMENDATION:

Adopt resolution #09-19 to Pay Special OCBF Legal Counsel

Resolution to Pay Special OCBE Legal Counsel

Whereas, the Orange County Board of Education (OCBE) has previously approved at its regular board meeting, and has legally contracted with outside legal counsel under the authority of education codes, the acquisition of special legal counsel, Mr. Greg Rolen, from Haight, Brown, and Bonsteel, LLP; and

Whereas, as of the date of this resolution the legal work provided by Mr. Rolen has not been paid by the Orange County Superintendent of Education, Dr. Al Mijares; and

Whereas, the Executive Committee of the OCBE has previously approved all invoices, and

Whereas, the unpaid total legal bills since September is approximately \$75,000; and

Therefore, once again the OCBE approves all legal work and invoices from September 2018 through the March 2019 board meeting from Mr. Rolen; and

Therefore, the OCBE demands payment by the Orange County Superintendent of Education from the budget of the Orange County Department of Education, for outstanding legal bills for special counsel, Greg Rolen.

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA

COUNTY OF ORANGE

I, **Ken L. Williams, D.O.**, President to the Board of Education of Orange County, California hereby certify that the foregoing Resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 10th day of April 2019 and passed by a vote of said Board Members present.

IN WITNESS THEREOF, I have hereunto set my hand and seal this 10th day of April 2019.

Ken L. Williams, D.O., President
Orange County Board of Education

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ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: April 10, 2019

TO: Nina Boyd, Associate Superintendent

FROM: Mari Barke, Trustee Area 2

SUBJECT: Resolution #08-19: In Opposition to Assembly Bill 1505 – Charter Schools

RECOMMENDATION:

Adopt resolution #08-19: In Opposition to Assembly Bill 1505 – Charter Schools

ORANGE COUNTY BOARD OF EDUCATION
Resolution No. 08-19

In Opposition to Assembly Bill 1505 – Charter Schools

Resolution in Opposition to Assembly Bill 1505 (O'Donnell, McCarty, Smith), as amended March 14, 2019, to limit the power and discretion of county boards of education to authorize charter schools and make other changes to law that could result in the closure and denial of charter schools throughout the state, without regard to the quality, need or demand for the school; and

WHEREAS, the California Charter Schools Act was enacted in 1992 to “to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure” and to “Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving”; and

WHEREAS, AB 1505 repeals Education Code Section (EC) 47605.6 which would eliminate county boards’ authority to authorize new charter schools providing a countywide benefit, thereby eliminating a critical tool for county boards to authorize high quality programs to meet the needs of students; and

WHEREAS, the Orange County Board of Education authorized and oversees 14 public charter schools, one of which is Samueli Academy, a Title 1 school that serves some of the most vulnerable students in Orange County, including foster youth; the 14 public charter schools operate throughout Orange County and educate over 14,000 students, and in aggregate have a waitlist of over 3000 students; these public charter schools focus on closing the achievement gap in some of Orange County’s most under-served communities of students and regularly outperform state student achievement averages and high school graduation rates; and

WHEREAS, AB 1505 would eliminate the charter appeal process for existing charter schools that are revoked or non-renewed and would severely limit appeals for new charter petitions, thereby denying a critical safeguard for local communities, families, and teachers to appeal to a neutral party an often-political decision to deny or close high-quality schools; and, whereas, denying and/or limiting the right to appeal a local charter decision to a higher authority undermines democratic justice and due process; and

WHEREAS, Governor Gavin Newsom and State Superintendent of Public Instruction Tony Thurmond have established a Charter Task Force to evaluate the impact of charter schools on school districts, identify what is best for students, and provide a report and recommendations to the Governor by July 1, 2019; and, whereas, AB 1505 is premature because imposing significant new restrictions on charter schools and changing the charter school authorization and appeal process before the Governor’s Charter Task Force has completed its work would undermine the intent and value of the Task Force.

NOW, THEREFORE, BE IT RESOLVED that the Orange County Board of Education hereby opposes AB 1505 (O'Donnell, McCarty, Smith).

PASSED AND ADOPTED by the Orange County Board of Education at a public meeting duly called and held in Orange County this 10th day of April 2019 by the following vote:

AYES	_____	_____
NOES	_____	_____
ABSENT	_____	_____
ABSTAIN	_____	_____

Ken Williams, Board President

Mari Barke, Board Vice President

Darou Sisavath, Board Secretary

April 10, 2019

[X] Mailed [] Distributed at meeting



ORANGE COUNTY BOARD OF EDUCATION

BOARD AGENDA ITEM

DATE: March 20, 2019

TO: Nina Boyd, Associate Superintendent

FROM: Laura Strachan, Assistant Superintendent Alternative Education
Byron Fairchild, Director Alternative Education

SUBJECT: Granting of Diplomas

The students listed on the attached pages have been certified for graduation by the Custodian of Records or their designee for the Division of Alternative Education of the Orange County Department of Education. These students have met the standards of proficiency in basic skills prescribed by the governing board in accordance with Education Code 51412. It is requested that the Board approve the granting of a diploma to these students.

RECOMMENDATION:

Approve granting of a diploma to the students listed from Alternative, Community, and Correctional Education Schools and Services, Alternative Education Division.

LS:sl

Pages 18-19 removed (CONFIDENTIAL STUDENT INFORMATION)

ORANGE COUNTY BOARD OF

BOARD AGENDA I



DATE: March 27, 2019
TO: Nina Boyd, Associate Superintendent
FROM: Kelly Gaughran, Administrator, Charter Schools
Aracely Chastain, Coordinator, Charter Schools
SUBJECT: Vista Condor Global Academy – Decision

DESCRIPTION:

On February 13, 2019, Orange County Board of Education accepted the submission for a material revision to the Vista Condor Global Academy charter. The school is requesting to revise Element 8: Admissions to give admission preference to students who are currently enrolled, or reside in the elementary school attendance area of the public elementary school(s) in which Vista Condor Global Academy is located for purposes of the Charter School Facility Grant Program (SB 740).

RECOMMENDATION:

Approve the material revisions to Vista Condor Global Academy's charter concerning admissions preferences.

**ORANGE COUNTY BOARD OF
BOARD AGENDA IT**

Item: Charter Schools #9
April 10, 2019
[X] Mailed [] Distributed at meeting

JB

DATE: April 4, 2019
TO: Nina Boyd, Associate Superintendent
FROM: Kelly Gaughran, Administrator, Charter Schools
Aracely Chastain, Coordinator, Charter Schools
SUBJECT: Samueli Academy – Material Revision Public Hearing

DESCRIPTION:

Samueli Academy is a 9-12 grade countywide benefit charter school located within the boundaries of the Garden Grove Unified School District. On March 6, 2019, Orange County Board of Education accepted the submission for a material revision to the Samueli Academy charter educational program to add grades 7-8 to the school. Per California Education Code section 47607 (a)(2), OCBE shall hold a hearing to consider public input on the requested material revision.

The material revision back-up documentation was provided to the Board after the March 6 meeting. After review by OCDE staff, the school has submitted an update to the English Learners section of the charter in order to be comprehensive and reflective of the current practices at Samueli Academy. The revisions are included and replace pages 92-93 of the charter that was submitted on March 6.

RECOMMENDATION:

Consider public input on the requested material revision to the Samueli Academy charter.

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

ENGLISH LEARNERS

Samueli Academy provides a full integrated English Learner (EL) program so that all students have full access to a rich and meaningful curriculum. To insure the support of EL students, Samueli Academy uses the following process:

1. Accurate identification of EL students

All caregivers, parents, and guardians fill out a Home Language Survey (HLS) form when students enroll Samueli Academy. The HLS is used to compare against language data coming from the student's prior school and the states data management system (CALPADS) in order to identify students who may not have been assessed prior to their arrival at Samueli. The HLS also helps identify students who are recently arrived from other countries and who may have more limited skill development in the English language. The HLS helps determine who will need to participate in a language assessment in order to provide initial placement in the appropriate program.

2. Assessing EL students for placement and progress monitoring

Students who have been identified as English Learners are assessed using the English Language Proficiency Assessments for California (ELPAC) no later than the first 30 days after enrollment. Samueli Academy follows state recommendations and requirements on communication with parents, teachers, and students to insure a successful implementation of the initial ELPAC assessment and program placement recommendations. Parents are notified by letter in English and in their home language of the assessment results, and given a written description of the recommended program placement, the reclassification criteria, and the exception waiver for the alternative program. Annually, thereafter, parents of English learners are notified of their student's current ELPAC scores, program placement, progress monitoring, Summative ELPAC testing window and reclassification criteria in a one on one check-in meeting with the Student Development Coordinator. Once students reclassify, an annual reclassification follow-up meeting with the Student Development Coordinator occurs for the next 3 years to monitor student progress and determine proper placement and supports are in place.

3. Implementing an EL Plan for each student

Once ELPAC scores are complete, the Student Development Coordinator meets with each student to review the ELPAC and discuss supports available and ensures EL's have full access to a-g coursework. There are two primary plans for students, an integrated approach and designated+ integrated approach.

The majority of students at Samueli Academy are Long-term English Learners (LTEL) and benefit from more *integrated* ELD programming:

- *Integrated:* Using the California State ELD Standards as a foundation, ELD is designed for students whose level of English proficiency is Beginning through Advanced. This is a course integrating speaking, listening, reading and writing skills. The English 3D curriculum and students' English class curriculum serve as a base for engaging students with authentic, increasingly complex informational and literary texts. Students learn applicable strategies for college and career that are relevant to their lives while practicing increasingly complex vocabulary, summarization, and reading comprehension skills. As a project-based learning school, Samueli Academy provides students with extensive support in our schoolwide learning outcomes:
 - Oral Communication with frequent practice before authentic audiences as assessed by ELD standards and common core aligned rubrics. EL's
 - Written Communication as assessed by ELD standards and common core aligned rubrics that allows students to interact with others in meaningful ways while advancing along the continuum of ELD levels (Emerging- Bridging). EL's at all levels engage in intellectually challenging literacy and tasks, make meaning of how content is organized in different text types and across disciplines using text structures, language features, and vocabulary. EL's use language to gain and exchange information and ideas through collaboration, interpretation, and production offering and justifying opinions, demonstrating knowledge of content and language proficiency based on task, purpose , audience, and text type.
 - Collaboration skills that emphasize interpersonal communication skills as assessed by ELD standards and common core aligned rubrics. EL's are provided with rich and varied language supports within the classroom that include opportunities for purposeful discussion and group work, as well as specifically designed classroom structures and routines.English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback.
 - Content knowledge and thinking which emphasize critical thinking skills as assessed by ELD standards and common core aligned rubrics. EL's are using English purposefully by describing, explaining, persuading, informing, justifying, negotiating, entertaining, and retailing.

The primary language of the majority of EL students at Samueli Academy is Spanish and all EL students are required to take Spanish courses. EL students at Samueli Academy successfully take and pass the Spanish language AP exam, thereby strengthening their primary language in order to improve transference of English Language Skills. Integrating Primary Language instruction is a successful component of the ELD program at Samueli Academy.

- *Designated:* Designated language targets beginning to intermediate skills and serves as an elective class in addition to a regular grade level English course. The course focuses on developing academic language and supports students with key building blocks of language including building sentence and vocabulary fluency, opportunities to practice speaking in a small classroom, and supports for regular English courses.
 - Scaffold Strategies for language and learning include:

- Sentence Frames/ Response Frames
- Sample writing prompts and responses
- Word Banks
- Anticipatory guides
- Role-play
- Modeling
- Graphic organizers/ Flow Charts
- Quickwrites
- Multiple presentations of the same content
- Paraphrasing
- Prompting
- Color coding
- Jigsaw
- Think-Pair-Share
- Whiteboards
- Visuals

4. Supporting teachers with appropriate professional development to insure instructional practices that meet the needs of EL students

- Shared responsibility for monitoring ELD Progress:
 - Continue to share EL Master list that depicts data, interventions, placement, and next steps.
 - Promoting teacher leadership
- GLAD trainings
- Content Knowledge of ELD Framework
- Planning: selecting appropriate texts and other materials; using standards to differentiate support; curriculum, assessments, interventions, schedules, units, lessons, and understanding that formative assessments should be used as analysis methods to support instructional practices.
- Collaboration: Grade Level Meetings to discuss data and placement
- Planning: Provide year-long PDs to support reading strategies and scaffolding/ differentiation needs for all range of English Learners
- Provide opportunities for Learning Walks and professional collaboration
- Plan-Do- Review- Reflect cycles: Support teachers in picking EL students to support and focus on all year.
 - Goal setting: academic and social emotional
 - 2x10 restorative practice strategy
- Provide instructional support to continue to build communication and collaboration with parents, families, and students.
- School improvement goals that explicitly target ELs

5. Monitoring and exiting students from EL programs and services

Samueli Academy goal is to support EL students to become proficient enough in English that they no longer require specialized supports to engage productively with academic content and can therefore exit from the English Learner program and status. For Long term EL's, we include factors that support reclassification requirements such as performance on the state ELPAC, performance on state content assessments like CAASPP/SBAC, teacher recommendations, classroom grades and writing assessments. For LTEL's we provide opportunities for credit recovery, peer tutoring, allow flexible

scheduling, provide extended instructional time, and create instructional supports that accelerate acquisition of English and academic content. Once students transition out of EL status or reclassify, Samueli Academy Student Development Coordinator and counselors continue to monitor their progress and provide tutoring, academic counseling, and other supports to former EL's who need it.

6. Communicating with parents

Samueli Academy promotes positive student behavior and achievement understands the import roles in keeping parents and families informed about their children's progress and become involved in school decisions and activities.

- Communication via email, text, phone, newsletter, personal note, and school website.
- SA provides families with different types of supports whether from community groups, government services, or other organizations regardless of their economic, cultural, linguistic, or educational backgrounds.
- Provide parent outreach supports
 - School-related communication are disseminated in a language and mode that parents understand
 - Offer support services, workshops, meetings, events to parents that allow them to navigate the school system.

ENGLISH LEARNERS

The Charter School will meet all applicable legal requirements for English Learners ("EL") as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, provide support/interventions for newcomers and long term EL's at grades 7-12, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

To ensure the academic success of every EL student at Samueli Academy, there is a strong trend for everyone to move forward in the same direction, together. This is especially necessary for a young school where the resources in place must be leveraged in a novel way in order to address the needs of the student population. Similar to other public charter schools, the administrative team is charged with being instructional leaders and mentors tasked with ensuring that the quality and rigor in classrooms is of high quality and effective for all ELs to have opportunities to advance from "beginning" to "advanced" in all English language domains (listening, speaking, reading, and writing). It is our desire that all EL students have opportunities to progress to successfully graduate from high school and be successful in college and career. Given that the state requirements for EL students is transitioning from the GELDT to the ELPAC during the 2017-2018 school year, Samueli Academy will ensure this transition by closely following the California Department of Education regulations and requirements. Those regulations include definitions, requirements, responsibilities, and guidelines for the administration, test security and reporting of the ELPAC. In addition, they include but are not limited:

- ~~Procedures for the administration of two separate assessments in the following grade ranges: 7-8, 9-10, and 11-12.~~
- ~~A change in the annual summative assessment window to a four-month period, beginning February and lasting through May 31.~~
- ~~The use of universal tools, designated supports, and accommodations (ELPAC Update, June 2007, Issue 4).~~
- ~~Student score reports will be provided electronically via .PDF files through the LEA provided parent portal.~~

~~To address the EL population and their needs, the following course of action is implemented.~~

~~Home Language Survey~~

~~The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).~~

ELPAC Testing

All students who indicate that their home language is other than English will take the English Language Proficiency Assessments for California ("ELPAC") by late October/early November of the year of their enrollment at the Charter School.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty (30) days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the ESSA for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of English language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.