

SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT

Mission Statement

**Working Together to Ensure All Students Learn
and are Fully Prepared for College and Career**

**Special Meeting of the Board of Trustees
July 26, 2018
District Office Board Room
325 Marion Avenue, Ben Lomond, CA
5:00 PM**

LOCATION: _____
DATE POSTED: _____
TIME POSTED: _____
POSTED BY: _____

Individuals requiring a disability-related modification or accommodation may contact the Superintendent's Office. Board packet documents are available for public inspection at the District Office, 325 Marion Avenue, Ben Lomond, during normal business hours and at www.slvusd.org.

Notice to the Audience Regarding Public Comment

Members of the audience are welcome to address the Board on items not listed on this agenda. Such comments are welcome at "Community Participation".

Members of the audience will also have the opportunity to address the Board during the second "Community Participation" for items listed on the agenda.

You are requested to submit a card (located on the entry table) prior to the discussion of the item you wish to speak to; once an item has begun, cards will not be accepted for that item. For the record, please state your name at the beginning of your statement.

AGENDA

Board Meetings are Recorded

- I. OPEN SESSION: 5:00 p.m.**, District Office Board Room, 325 Marion Ave., Ben Lomond
 - A. WELCOME AND CALL TO ORDER**
 - B. ROLL CALL**
 - C. PLEDGE OF ALLEGIANCE**
 - D. APPROVAL OF AGENDA**
 - E. REPORTS**
 - 1. Executive Summary – Integrative Leadership Academy Charter Petition Lisa Mori
 - F. COMMUNITY PARTICIPATION**

Members of the audience are welcome to address the Board of Trustees at this time regarding items **not** listed on this agenda. The Trustees may ask questions for clarity but cannot take action on these matters. Such matters may be placed on a future agenda according to law.

Members of the audience are also welcome to address the Board of Trustees at this time regarding items listed on this agenda.

SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT

The Board invites you to state your full name and town (or city) of residence at the beginning of your statement for the record. Three minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter (Board Bylaw 9323).

G. ACTION ITEMS


1. First Reading (* indicates items that may be acted upon at First Reading)

- *a. Adoption of Resolution #2018-19-01 – Denying the Charter Petition for the Establishment of the Integrative Leadership Academy and Written Findings in Support Thereof (Due to Timeline)..... Bruton
It is recommended that the Board adopt Resolution #2018-19-01 denying the Integrative Leadership Academy Charter School Petition and the written findings in support thereof as the Petition contains numerous deficiencies and concerns and does not satisfy the requirements set forth in Education Code § 47605.

II. ADJOURNMENT

FUTURE BOARD MEETING DATES

August 1, 2018, 6:00 p.m. Open Session, 5:30 p.m. Closed Session, 325 Marion Ave., Ben Lomond, CA
August 15, 2018, 6:00 p.m. Open Session, 5:30 p.m. Closed Session, 325 Marion Ave., Ben Lomond, CA
September 5, 2018, 6:00 p.m. Open Session, 5:30 p.m. Closed Session, 325 Marion Ave., Ben Lomond, CA
September 19, 2018, 6:00 p.m. Open Session, 5:30 p.m. Closed Session, 325 Marion Ave., Ben Lomond, CA
October 17, 2018, 6:00 p.m. Open Session, 5:30 p.m. Closed Session, 325 Marion Ave., Ben Lomond, CA
November 7, 2018, 6:00 p.m. Open Session, 5:30 p.m. Closed Session, 325 Marion Ave., Ben Lomond, CA
December 19, 2018, 6:00 p.m. Open Session, 5:30 p.m. Closed Session, 325 Marion Ave., Ben Lomond, CA



San Lorenzo Valley Unified School District's LCAP
Working Together to Ensure All Students Learn and are Fully Prepared for College and Career

Goal #1 – Math and ELA Proficiency
Goal #2 – College and Career Readiness
Goal #3 – Social Emotional Learning

SLVUSD Web Site: <http://www.slvusd.org/local-control-and-accountability-plan-lcap/>

I. G. ACTION ITEMS

1. First Reading.....a*.

**SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT
BOARD ACTION ITEM**

DATE: July 26, 2018

TO: San Lorenzo Valley Unified School Board of Trustees

FROM: Dr. Laurie Bruton, Superintendent

RE: Adoption of Resolution #2018-19-01 Denying the Charter Petition for the Establishment of the Integrative Leadership Academy and Written Findings in Support Thereof
First Reading* - (*Due to Timeline*)

BACKGROUND:

Pursuant to Education Code § 47600 *et seq.*, a petition to establish the Integrative Leadership Academy charter school was submitted to the District on May 30, 2018 ("the Petition"). Education Code § 47605(b) mandates that no later than 30 days after receiving a charter school petition, the Governing Board shall hold a public hearing on the provisions of the charter and shall consider the level of support for the petition by teachers employed by the District, other employees of the District, and parents. The Board duly held such public hearing on the Petition on June 13, 2018. Education Code § 47605(b) further mandates that the Governing Board take action to either grant or deny the charter within 60 days of receipt of the Petition. Accordingly, absent agreement by the Petitioners to extend this timeline, the Governing Board must take action to either grant or deny the Petition by July 29, 2018.

Upon receipt of the Petition, District staff, in consultation with legal counsel, undertook a comprehensive review of the Petition, analyzing whether the Petitioners complied with the relevant provisions of Education Code § 47605 and whether the charter as presented is consistent with sound educational practice. Based on that review, as well as review and consideration of the information provided during the public hearing, staff has concluded that the Petition is legally deficient in numerous and significant respects.

SUMMARY OF FINDINGS:

The following represents our analysis of the Integrative Leadership Academy (ILA or Petitioners) charter petition (Petition) (re)submitted to the District on May 30, 2018 by lead petitioner, Nicky Ramos-Beban, Ph.D. ILA proposes to operate a charter school that "nurtures the holistic development of students in high challenge, low stress and joyful learning environments, and fosters peak learning and peak performance" (Pet. at p. 1) in grades six through eight. ILA intends to operate a site-based program at the Camp Harmon facilities in Boulder Creek in which students will receive traditional classroom instruction. ILA seeks approval for a five-year initial charter term, from July 1, 2018 through June 30, 2023, from the San Lorenzo Valley Unified School District (District).

As explained below, based on the review completed by District staff and legal counsel of ILA's (revised and resubmitted) Petition, numerous deficiencies exist that support a recommendation that the Petition be denied by the Board of Education (Board).

Findings:

The following set of findings is not an exhaustive list of the deficiencies that the panel has identified in the Petition. Rather, the summary below describes some of the most notable areas of concern that would support the basis for a denial of the Petition.

1. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Educ. Code § 47605(b)(2).)

The Petition does not contain reasonably comprehensive descriptions of all elements required in Education Code section 47605 subdivision (b)(5).

2. The Petitioners are **demonstrably unlikely** to successfully implement the program because their financial plan lacks appropriate detail and is fiscally unsound.
3. ILA presents an **unsound educational program** for the students to be enrolled in the charter school. (Educ. Code § 47605(b)(1).)
 - a) Element 1 – Educational Program
 - b) Element 3 – Methods for Measuring Student Progress
 - c) Element 4 – Governance Structure
 - d) Element 6 – Health and Safety Procedures
 - e) Element 10 – Student Suspension and Expulsion Procedures

Summary and Conclusions:

As discussed above, the District must approve a charter petition unless it makes one or more of the factual findings outlined above. Such action must be taken within 60 calendar days of the date the Petition was received by the District, in this case, July 29, 2018. Based on the foregoing analysis, it is the panel's recommendation that the Board adopt the proposed resolution and findings as we believe that there are sufficient grounds to support the denial of the Petition.

RESOLUTION No. 2018-19-01, which contains specific findings of fact in support of the denial of the Integrative Leadership Academy charter school petition is presented to the Board as required by Education Code section 47605(b).

RECOMMENDED ACTION:

It is recommended that the Governing Board adopt Resolution No. 2018-19-01 denying the Integrative Leadership Academy Charter School Petition and the written findings in support thereof as the Petition contains numerous deficiencies and concerns and does not satisfy the requirements set forth in Education Code § 47605.

SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT
Ben Lomond, California

On a Motion by Trustee: _____

Seconded by Trustee: _____

Approved on: _____

RESOLUTION #2018-19-01

**RESOLUTION OF THE GOVERNING BOARD OF THE
SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT
DENYING THE CHARTER PETITION FOR THE ESTABLISHMENT OF THE
INTEGRATIVE LEADERSHIP ACADEMY
AND WRITTEN FINDINGS IN SUPPORT THEREOF**

WHEREAS, the establishment of Charter Schools is governed by the Charter Schools Act of 1992, as subsequently amended, Education Code sections 47600 *et seq.* and implementing Title 5 of the California Code of Regulations;

WHEREAS, on May 30, 2018, the San Lorenzo Valley Unified School District ("District") received the charter petition ("Petition") proposing the establishment of the Integrative Leadership Academy ("Charter School");

WHEREAS, consistent with Education Code section 47605 subdivision (b), at a regular meeting on June 13, 2018, the District's Governing Board ("Board") held a public hearing on the Petition, at which time the Board considered the level of support for the Petition by teachers employed by the District, other employees of the District, and parents/guardians;

WHEREAS, the Board has convened on July 26, 2018, to consider whether to grant or deny the Petition;

WHEREAS, approval of charter petitions is governed by the standards and criteria set forth in Education Code section 47605 and implementing regulations set forth in Title 5 of the California Code of Regulations;

WHEREAS, Education Code section 47605 subdivision (b) prohibits the Board from denying a charter petition unless it makes written factual findings, specific to the particular charter school, setting forth facts to support one or more findings, which may include:

1. The petition does not contain the number of signatures required by Education Code section 47605 subdivision (a);
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;
3. The charter school presents an unsound educational program for the students to be enrolled in the charter school;
4. The petition does not contain an affirmation of each of the conditions described in Education Code section 47605 subdivision (d); or

5. The petition does not contain reasonably comprehensive descriptions of all 16 elements required in Education Code section 47605 subdivision (b)(5); and

WHEREAS, the District's administration, with the assistance of legal counsel, has reviewed and analyzed the Petition and supporting documents for legal sufficiency, including the information provided during the public hearing, and has identified numerous deficiencies in and concerns related to the Petition, and therefore recommends that the Board adopt the Findings of Fact, attached hereto as Exhibit "A" and incorporated herein by this reference, and deny the Petition.

NOW, THEREFORE BE IT RESOLVED, that the Board hereby adopts the Findings of Fact, attached hereto as Exhibit "A," as its own and denies the Petition to establish the Integrative Leadership Academy charter school.

PASSED AND ADOPTED at the regular meeting of the Governing Board of the San Lorenzo Valley Unified School District on July 26, 2018 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

Mr. George Wylie
President, Board of Education

I hereby certify that the foregoing is a true and correct copy of a Resolution of the Governing Board of the San Lorenzo Valley Unified School District of Santa Cruz County, California, adopted by said Governing Board at its meeting on July 26, 2018.

Dr. Laurie Bruton
Secretary, Board of Education

EXHIBIT "A"

FINDINGS OF FACT

These Findings of Fact do not address in detail all areas of concern with regard to the proposed Charter School but rather identify and detail those areas where the Petition is most lacking.

I. THE CHARTER SCHOOL PRESENTS AN UNSOUND EDUCATIONAL PROGRAM (EDUCATION CODE § 47605(b)(1)).

- A. The Petition proposes to serve students in grades 6-8 in a standards-based educational program that utilizes STEAM, PBL, and meditation practices to improve academic outcomes for students. Petitioners appear well-versed in current educational trends and pedagogy, necessary instructional structures, and available online resources and information. However, the Petition is significantly lacking in meaningful detail regarding *how* Petitioners will coordinate the identified structures, curriculum, and instructional materials to deliver the promised standards-based program, and provide ongoing, sustainable and effective staff development, sufficient to ensure a viable overall program.

II. THE PETITIONERS ARE DEMONSTRABLY UNLIKELY TO SUCCESSFULLY IMPLEMENT THE PROGRAM SET FORTH IN THE PETITION (EDUCATION CODE § 47605(b)(2)).

- A. Despite its stated attempt to address the deficiencies identified by the Board in Petitioner's previous petition, the Petition still includes many contradictions, inaccuracies, and deficiencies in the proposed educational program, how it will assess student progress, and how it will address staff development needs, calling into question the Petitioners' ability to successfully deliver the proposed program.
1. While the Petition includes definitions of STEAM and PBL practices and benefits, again, the process of implementation and related details are not included. The example of the student schedule indicates separate instructional blocks; however, the proposed structures/instructional model calls for Project Based Learning that relies heavily on cross-content projects that involve ongoing coordinated project development and extensive training for teachers.
 2. Petitioners identify the Buck Institute as its main PBL source for staff development, apparently relying mainly on free content available online as costs associated with staff training at the Buck Institute are not provided in the budget. This is unreasonable as a sole source/method of providing the meaningful and ongoing staff development in the PBL methods required, particularly when considered in light of the fact that the Petition fails to include any information regarding who will be leading staff training using the free online content or their qualifications to do so.
 3. A full implementation of STEAM requires an ongoing staff development model that provides in depth training in pedagogy, curriculum development, instructional strategies, class management and organization. Again, there is a significant lack of detail regarding staff development nor

a specific training model described. Repeating that Petitioners will provide a STEAM-focused PBL program as a valid educational option without specifics of how it will be implemented, how it will be paid for, and how it will be sustained, is insufficient.

4. Technology for students is only mentioned in the context of PBL and STEAM projects. There is no provision for teacher training and professional development for the complex integration required by these instructional strategies. There is also no mention of any computer science curriculum, coding, etc. for students consistent with a STEAM-based program.
5. In the first year of operation, the Charter School proposes to serve 74 students in 6th (58 students) and 7th (16 students) grades with a total of four (4) teachers. There is no description of how Petitioners will deliver standards-based instruction in the four core academic subject areas (English Language Arts, Math, Science, and Social Studies), as well as provide Advisory, Life Skills, meditation, and dedicated Art and Music instruction in the discrete subject area blocks, to two middle school grade levels with only four teachers and live up to its assurances that teaching staff will be appropriately credentialed and qualified.

Given these staffing and enrollment numbers, academic subject areas will likely need to be "cored" and different grade levels potentially combined in single classes. This places significant additional and unreasonable burdens on the limited teaching staff for developing all of the required STEAM and PBL units, individual lesson planning, development of assessment tools, etc., within the Charter School's advertised STEAM and PBL-focused school instructional model.

6. Although the Petition states that teachers will be provided with daily time for collaboration, none is built into the daily schedules provided or described in the Petition narrative and it is therefore unclear how such seemingly integral work can be integrated within the school/work day as presented. Release time for teachers to do things such as observe other teachers and obtain outside training does not represent collaboration time and only further increases the time necessary for teachers to share and integrate strategies learned into the instructional program being delivered.
7. Given the program design and aspirations set forth in the Petition, including Petitioners' acknowledgment that a majority of the Charter School's students will likely be entering performing below grade-level proficiencies in both ELA and Math, there is no meaningful description of how teachers will be able to prepare integrated units across the core and non-core academic subjects that address all of the required standards at all grade levels and successful implementation of the instructional strategies described in the Petition while meeting the needs of such under-performing students. Student performance goals thus appear unrealistic given the proposed staffing, student enrollment, and related budget assumptions provided.

8. Although Petitioners state that they have dropped GLAD and Visual and Performing Arts (VAPA) as discrete educational program components, the student schedule continues to include dedicated blocks of weekly instruction in music and art in all grades, and at levels (instructional minutes) nearly equivalent to instructional minute offerings in each of the core academic subject areas (English Language Arts, Math, Social Science, and Science) without sufficient detail regarding proposed curriculum. The Petition also discusses employment of dedicated art and music teachers.
 9. A key component of the program set forth in the Petition indicates that Transcendental Meditation®, mindfulness, positive mindset, and Quiet Time will be key to preparing students for school success. While Petitioners provide research regarding the benefits of meditation, the Petition continues to be lacking in evidence-based research demonstrating that meditation improves student educational achievement in the grade levels to be served. Perception surveys indicate personal feelings and are not conclusive objective findings with statistical application for educators.
- B. The Petitioners are demonstrably unlikely to successfully implement the program because their financial plan lacks appropriate detail and is fiscally unsound.
1. The Charter School's five year budget is dependent upon \$2,400,000 of soft money (grants/fundraising) which is 28% of the total projected operating expenses during the period, with first year budget contingent upon soft money equivalent to 41% of the annual budget. Given the stated budget and assumptions, a \$52,000 reserve is necessary in order to ensure a 5% required reserve for economic uncertainties in year one. Should actual expenses exceed or revenues decrease by \$63,000 or more, Petitioners will be unable to meet their reserve requirements. Further, given that Petitioners are assuming 100% of projected enrollment and the many fixed expenses required to be budgeted, long-term financial stability and viability is of concern with such substantial reliance on soft money.
 2. The information provided in the Petition indicates that the identified facility (Camp Harmon) requires several improvements before the Charter School can assume occupancy and begin operations. The appraisal included in the Petition lists reroofing and water damage repairs, ADA accessibility upgrades through the cabins, lodge, parking lot and pathways, shear walling, septic and fire alarms. The Petition provides no explanation of how the identified improvements, including a required zoning change, will be made and/or any timeline for these improvements to be completed prior to occupancy. Lacking these repairs, the facility is not suitable. The costs associated with these repairs are also not adequately reflected in the budget. Given that the Petition still indicates aspirations to open for the 2018-2019 school year (with a proposed instructional calendar indicating a first day of school on August 20, 2018), there is no way all of the required facility improvements can be completed, particularly when Petitioners include explicit assurances that they will be in full compliance with all applicable state and federal facility accessibility requirements. Should school opening need to be deferred or located at a temporary location

while necessary repairs are made, there is no discussion regarding details, contingency plans, and/or the impact of such actions may have on budget and operations.

3. The actual cost of renting the facility was represented to be \$200,000 per year according to the Camp Harmon Director who spoke to the Board at the District Board meeting held on June 13, 2018. This rental fee is not reflected in the budget.
4. There is no discussion or details regarding how food services will be provided and no provision in the budget for staff to serve the meals and snacks described in the Petition and/or how state and federal food service program requirements will be met.
5. The budgeted start up allocation for technology and equipment per student is inadequate given the educational program described in the Petition. At \$250 per student, it is unrealistically low in light of the basic technology required to successfully implement a STEAM program. Similarly, projected per pupil spending for all of the curriculum and assessment described in the Petition is patently inadequate.

III. THE PETITION DOES NOT CONTAIN REASONABLY COMPREHENSIVE DESCRIPTIONS OF THE ELEMENTS REQUIRED IN EDUCATION CODE SECTION 47605(b)(5).

A. The Petition does not contain a reasonably comprehensive description of the Educational Program (Element 1).

1. The Petition's information on and plan for professional development is inadequate as described above.
2. The Petition does not provide a specific plan for how the Charter School will phase in grade levels and does not include adequate information on proposed grade level programs. Although the Charter School intends to offer both 6th and 7th grades in its first year of operation, there is no mention of the completely different 7th grade standards and curriculum to be used.
3. Petitioners have not demonstrated the necessary background and/or experience regarding the needs of English Learners and the plan for meeting the needs of English Learners is not well-explained. Specifically, training for teachers in specially designed academic instruction in English (SDAIE) is not mentioned at all, other than an assurance that teachers will have CLAD certification and that one day of professional development in November, with no specifics, will be provided. The Petition further fails to mention who will administer the ELPAC, which requires extensive training for administration and scoring. Classification criteria is also unclear.
4. Although Project GLAD was represented as being removed from the program, Section 2 at page 63 of the Petition provides that professional

development will still be provided for Project GLAD and EL Achieve, again without a timeline, details, or outline.

5. How the Petitioners will respond to students not achieving at or above expected grade levels is undefined beyond statements that it will happen through in school interventions, after school tutoring, and summer school. No specifics are provided to describe what the interventions will be, what materials will be used, etc.
6. The proposed social emotional learning (Lifeskills) curriculum is for high school-aged students. As is a common theme throughout the Petition, there is no identified professional development for teachers who will be responsible for implementing this curriculum, for which a significant portion of each student's weekly instructional minutes is dedicated.
7. The Petition fails to address how the Charter School will implement the requirements of the Fair Education Act, to include contributions of underrepresented racial, ethnic, and cultural groups to economic, political, and social developments within the Social Science curriculum. Likewise, there is no mention of how the Charter School will satisfy the requirements of the California Healthy Youth Act to provide comprehensive sexual health and HIV prevention education.

B. The Petition does not contain a reasonably comprehensive description of the method for measuring student progress (Element 3).

1. The Petition references an unfamiliar data warehousing system and fails to describe what staff will be trained in its use in order to enter data and run all of the reports necessary for teacher evaluation of the effectiveness of the instructional strategies being utilized.
2. The Petition does not include a sample report card and despite indicating that the Charter School will use a rubric system to evaluate progress, there are no criteria or rubrics included for the assessments identified in the Petition, including exhibitions, portfolios, or student-led conferences. Although a letter grade system is provided in the Student Handbook, how such grades will be determined using an undefined rubric system remains unknown. Alignment with state and federal college and career readiness requirements is accordingly in question.

C. The Petition does not contain a reasonably comprehensive description of the charter school's governance structure (Element 4).

1. While the Petition states that the Charter School and its Board of Directors will comply with the Brown Act and the Political Reform Act, the bylaws do not preclude interested directors from financially benefitting from the Charter School's operations, including service as vendors to the Charter School. Given that one of the main components of the program – Transcendental Meditation or Quiet Time – requires implementation of Center for Wellness and Achievement in Education (CWAE) proprietary programs, which generally come at a cost to educational institutions and a majority of the Charter School's Board of Directors are also directors of

CWAE, the governance team members' parent organization will appear to realize financial benefits from its business with and seemingly meaningful control over the Charter School.

D. The Petition does not contain a reasonably comprehensive description of the health and safety procedures (Element 6).

1. The Petition includes a Health and Safety Handbook which includes general protocols for emergency situations and other health and safety concerns. However, as set forth above, critical health and safety issues do not appear to be sufficiently addressed, as the budget does not include sufficient funds to cover the cost of facility upgrades necessary to bring the proposed facility (Camp Harmon) into compliance with the ADA and applicable state building codes. Given the Petition's ambitious goal of opening for fall 2018, the lack of detailed repair requirements, plan and timeline for implementation, intent to complete repairs, and associated resources identified to fund such necessary upgrades, student, staff, and community health and safety appears to be at risk.

E. The Petition does not contain a reasonably comprehensive description of student suspension and expulsion procedures (Element 10).

1. Student suspension and expulsion procedures are unclear/unsettled. The Petition toggles back and forth between hearings before the Board and Administrative Hearing Panel, while seemingly indicating an AHP process preference, with no acknowledgement that that the Charter School will lack a sufficient number of certificated teachers meeting AHP qualifications in order to convene an expulsion panel.
2. Student suspension and expulsion procedures also appear to be almost wholly generic/boilerplate, with updated statutory language merely cut and pasted into the narrative set forth in Section J, without any meaningful attempt made to contextualize the information and/or connect the language to the overall policy in an understandable way. As a result, there is some confusion regarding procedures, and references to "involuntary removals" other than for disciplinary reasons as triggering additional yet undefined due process/hearing rights when there do not otherwise appear to be any instances described in the Petition where removals would be permissible short of expulsion or consecutive absences in excess of 10 school days.